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ABSTRACT

A survey of Washington State community college early childhood education (ECE) graduates was conducted to discover whether they performed and were adequately trained to perform a variety of social and human services tasks. These include outreach, broker, evaluator, teacher, behavior modifier, mobilizer (promoting neighborhood programs), consultant, community planner, data manager, administrator and enabler (providing services to those who require means of support). Questionnaires were mailed to 134 ECE students who graduated from one of the state's 12 accredited ECE training programs in 1976. Study findings reveal that in child care settings ECE graduates (paraprofessionals) provided a significant percentage (42.4%) of the social services under consideration. A majority of the employed graduates were satisfied with the general training they had received, but 30.2% were dissatisfied with their social and human services training. Increased training in these skills was recommended by 86% of the respondents. An extensive review is included of the literature related to the roles outlined above, and to social services in day care, in Head Start, and in public schools. An annotated bibliography and recommendations for improving ECE training programs are included, and appendices contain the survey instrument and a course outline for social workers in day care. (MB)

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# SOCIAL WORK CONTENT IN THE EARLY CHILDHOOD EDUCATION CURRICULUM: NEEDS AND RECOMMENDATIONS

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A Thesis

Presented to

the Graduate Faculty

Central Washington University

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

Helen L. Sally Taylor

July 1978

JC 790 085

# SOCIAL WORK CONTENT IN THE EARLY CHILDHOOD EDUCATION CURRICULUM; NEEDS AND RECOMMENDATIONS

by

Helen L. Sally Taylor

July 1978

This paper presents a survey of Washington State community college early childhood education graduates.

The survey was designed to discover whether community college graduates perform and were trained to provide social and human services work tasks.

Findings reveal that a significant percent of social services in childcare programs are provided by the paraprofessional; that thirty percent are dissatisfied with their training and eighty-six percent recommend increased training.

Recommendations include sampling a larger population and exploring three alternatives for training.

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# Chapter 1

# THE PROBLEM

## INTRODUCTION

In Washington State the community college system provides training for employment of paraprofessionals in the field of human services. An example of such a service training program is early childhood education. A major task of two-year early childhood education programs in the Washington State community college system is to train "paraprofessionals" who will seek employment in service to children and families.

James G. Dugger in The New Professional: Introduction for the Human Services/Mental Health Worker (20:8) claims that human services workers engage in several kinds of work activities, which can be classified as follows:

1. OUTREACH. They visit homes to detect people with problems, help them to understand the problems, and motivate them to seek available help.

2. BROKER. They assist in obtaining services for the person in need. This may involve being a client advocate (that is, pleading the client's case in order that he might receive the goods or services necessary to solve his problems).

3. EVALUATOR. They evaluate problems of clients, families and groups.

4. TEACHER. They educate client groups as to effective ways to solving their problems.

5. BEHAVIOR CHANGER. They provide therapy that modifies maladaptive behavior.

6. MOBILIZER. They promote neighborhood programs and resources for client (for example, encouraging schools to make playgrounds available to the neighborhood).

7. CONSULTANT. They work with agencies or with other professionals regarding mental health problems.

8. COMMUNITY PLANNER. They participate in local planning of community programs.

9. DATA MANAGER. They keep records and gather and evaluate statistical data concerning human service programs.

10. ADMINISTRATOR. They administer treatment and client education programs.

11. ENABLER. They provide services to those persons who require means of support in a variety of areas (for example, legal services and financial support).

Are community college early childhood graduates expected to provide such services? Were they trained to provide them? This study will examine the need for training in the human services task areas, as described by Dugger, (20:8) and will assess the adequacy of recent early childhood training in Washington State as it relates to the provision of those services.

## PURPOSE OF THE STUDY

The intention of this study is to examine the tasks carried out by 1976 graduates of community college early childhood programs in Washington State to determine whether they carry out or supervise the tasks described by Dugger, and whether their training equipped them to do so.

## IMPORTANCE OF THE STUDY

There are twelve community colleges with early childhood programs training approximately one hundred and thirty graduates in Washington State each year. In recent years the coordinators of these programs have met to examine, for state credentialing purposes, the curriculum content of their various programs. An area which has not yet been addressed is the question of the need for social service training for early childhood graduates. This paper is an attempt to answer the question: should community college early childhood education graduates receive training in the provision of social services?

## DEFINITION OF TERMS

For the purpose of this study, "paraprofessional" will be defined as a graduate of a training program, employed in the care of, education of, or service of children and families. The term paraprofessional will not refer to the level of performance or assignment on the job, nor will it refer to the three major types of paraprofessional described by Gartner (26,27). Paraprofessionals will be found serving as aides, under the direction of a supervisor, working independently, or supervising the work of others. This definition corresponds with Dugger's definition of "the new professional", -- the generalist human services worker.

According to Ross (79:1) "the employment market for these paraprofessionals is hard to define. Social and human services are provided by a variety of agencies, both public and private."

## LIMITATIONS OF THE STUDY

This study will be limited to 1976 graduates of community college early childhood education programs. Approximately one hundred and thirty graduates will be surveyed.

## HYPOTHESES FOR THE STUDY

The hypothesis to be tested in this study is:

There is a need for social service training for early childhood education students in the community college programs.

## SUMMARY OF THE PROBLEM

In Washington State the community college system provides training for employment of paraprofessionals in the field of human services. An example of such a service training program is early childhood education. There are twelve community colleges with early childhood programs training approximately one hundred and thirty graduates each year. An area which has not been addressed in Washington State or nationally in the examination of curriculum for early childhood paraprofessionals is the question, "Do paraprofessionals provide social services, and did their training equip them to do so?" This question will be examined in the following study.

## OVERVIEW OF THE THESIS REPORT

Chapter One has been a statement of the problem. In the remainder of the paper, Chapter Two will review the pertinent literature, Chapter Three will describe the method and procedure, Chapter Four will report the results of the study, and Chapter Five will contain the summary, discussion, and recommendations.

## Chapter 2

## REVIEW OF RELATED LITERATURE

### INTRODUCTION

In this chapter the literature concerning this study is explored. Two major areas will be examined. The first area to be examined will be training and use of paraprofessionals in the delivery of specific social and human services. The second area to be examined will be the use of paraprofessionals in the delivery of social and human services in day care, in Head Start, and in the public schools.

There were three major problems related to the acquisition of literature relevant to the study of paraprofessionals. The first major stumbling block was the multiple definitions of paraprofessional. It was necessary to determine whether an author was writing about the untrained volunteer, the parent participant, the specifically trained worker, or the undergraduate or BA level staff member. In many cases, when titles listed in card files and printouts were located and examined, the material proved to be of no value.

A second problem area was the use of terms created to describe the "child care worker". The field of social work tends to use the term child care worker quite specifically to describe the direct-service person employed in residential child care. The early childhood definition is generic and may indicate a variety of tasks, and a variety of job titles. In his article, "Paraprofessional Child Therapists", Milton S. Adams gives an example of the numerous job titles in the psychiatric

field. These people are frequently referred to as "Child Care Workers, Child Care Aides, Psychiatric Technicians, Mental Health Assistants, Subprofessionals, Child Health Associates, Nurse Practitioners, or even Homemakers" he says (1:381).

The third problem area was availability of current literature. The major production of literature related to the training and use of paraprofessionals occurred in the years 1960 through 1971; the major impetus being the 1964 Economic Opportunity Act. With the demise of the "War on Poverty", the flow of textbooks related to paraprofessional training dwindled. Current literature related to the paraprofessional is found almost exclusively in periodicals and is often a minor focus of the particular study, making the location and selection of relevant literature an onerous task.

Three computer searches were made. The first, an ERIC system search provided by the State of Washington Commission for Vocational Education, revealed ten possible sources. The second, prepared by the National Institute of Mental Health (NIMH) provided 94 possible sources. The third, an ERIC-ECE Clearinghouse Search revealed forty-five citations.

Three theses relating to the use of paraprofessionals were located. One by Perry Crandell is titled "A Study of the Effects of Teacher Aides in the Edmonds School District" and is on file at the Suzzallo Library at the University of Washington (16). The second by Joyce Gibbons, entitled "Comparisons of the Effectiveness of Paraprofessional and Teacher in Carrying Out a Prescribed Program in the Teaching of Reading to Moderately Retarded Students"(29), is located at Central

Washington University, as is the third study, "A Survey of Washington State's Elementary Schools on the Utilization of Full Time Teacher Aides" by F.W. Hasse (39).

Of these many references, only one was found to address the question of generalist training in the provision of social services, and that one (74) speaks to the training of social work aides. Other sources addressed the training and use of the paraprofessional in one or a few categories only. Because the three searches and the author's diligent research revealed only one source specifically oriented to the study of generalist social service training of paraprofessionals in early childhood programs, there was a need to review the available literature in an unusual manner. Using Dugger's eleven categories (20:8), the literature is analysed and classified by type of human services work activity. In many cases the literature consists of a few brief paragraphs, extracted from a periodical, causing the literature review to resemble an annotated bibliography. However, this review and analysis may provide sources for further study in the development of a comprehensive model for the training of paraprofessionals.

To illustrate the magnitude of the need for social services, in addition to the analysis and classification of literature by human services work categories, the author will also examine literature related to the three major areas of paraprofessional employment in child care: day care, Head Start, and the public schools.

Literature determined to be directly useful to the study has been listed and described under the categories suggested by Dugger, and included in this chapter. Literature of interest, but not used in this study will be included in the annotated bibliography.

## LITERATURE RELATED TO OUTREACH

Dugger describes the outreach worker as visiting homes to identify problems, and motivating clients to seek help (20:8). Milton S. Adams, M.D., Director of Child Services for the Hahnemann Community Mental Health/Mental Retardation Center in Philadelphia, Pennsylvania, identifies the strengths of his paraprofessional staff as "knowledge of the community" and "willingness to make home visits". He lists as advantages "bringing service to the clients", "allowing the therapist to evaluate the home setting" and "letting families know that they (staff) are willing to extend themselves in their behalf". Adams cautions, however, that such outreach visits can be abused. Adams describes a model for training the paraprofessional which includes college courses and intensive supervision (1:381-387).

Robert B. Huebner, in his article "Planning and Assessing Accomplishment in the Home Based Intervention Programs", describes an instrument used by aides of the Family Aide Program of the Regional Educational Service Agency of Western Maryland (42:691-702). The tool is used by aides to assess their impact in four major areas: food and nutrition, child development, consumer education, and community resources.

The development of tools to measure the impact and quality of outreach is identified as critical by Joseph H. Stevens in an article in Young Children, May 1978, entitled "Parent Education Programs: What Determines Effectiveness?" (86) Stevens suggests that some programs may have detrimental effects on parents' and children's behavior. He claims that what has been measured is more effective versus less effective and

not what might be detrimental. Another article of interest to persons researching the subject of outreach is "A Training Program for New Paraprofessional Child Care Workers" by Martha C. Roberts and Elizabeth McDaid (83:32-38). This article describes a program in which the paraprofessional child care worker is present in the family's home two full days a week. The comment is made that the dividends of the training are not quantifiably measurable. However, since the goal is to prevent long-term breakup of the family unit, measurement techniques could be developed to determine whether families are staying together as a result of this service.

## LITERATURE RELATED TO THE ROLE OF BROKER

Perhaps the strongest role played by the indigenous worker is that of "broker". According to Dugger, the broker assists in obtaining services for the person in need (20:8). The broker often identifies and translates the needs of the client to others. Examples of the indigenous worker are bountiful, particularly in the war on poverty literature of the late sixties.

Current literature of interest to the trainers of bilinqual paraprofessionals includes Benjamin Crispin's article titled "The Role of School in Bilingual Bicultural Society" (17:251-252). Also of value an NIMH report by Norman G. Dinges that describes a program which trains Navajo paraprofessionals to act as family intervention specialists (18). Another article dealing with the indigenous "broker" is Marshall Plummers's NIMH report "Ramah Navajo School Social Services Program" (71:391-392). Douglas C. Godwin's article "The Bilingual Teacher Aide"

Classroom Asset" describes five functions of the bilingual paraprofessional as informer, supporter, model, supervisor, and advocate (30:265-267).

However brokerage is not limited to the communication between client and agency. Brokerage is also needed between childcare workers and the sources of funding and legislation. Karen Vanderven writes in "Summary of Conference Proceedings and Signposts for the Future" that:

> child care workers have traditionally been inner directed, focusing their concerns on the particular service settings in which they have been working, and accepting passively the variety of constraints that seemed to accompany their roles and functions.

She further states that the field must broaden its base of concern from specific child and program factors to the entire political context. Ms. Vanderven distinguishes between the direct line worker (with children) and supervisors, administrators, and advocates (for children).

Another task of the broker is the linkage of needs to services. Such "linkage" services are often arranged through the local school system. Richard A. Winett, et al, describes this type of advocacy in the article "The Role of the Resource Linker in the Public Schools" (104:90-93). Another study in this area is Deshler and Erlich's article "A New Intervention Approach: the School Community Agent" (19:381-391).

## LITERATURE RELATED TO THE ROLE OF EVALUATOR

According to Dugger, the evaluator is involved in the evaluation and diagnosis of the problems of clients, families, and groups (20:8). Such evaluations may be very limited and specific, such as that described by Metz, Allen, Constance, Barr and Shinefeld in "A Periodic

Screening Examination for Psychosocial Problems". Metz, et al, described a semicomputerized screening of school age children which can be carried out routinely and at relatively low cost by paraprofessionals (65:595-606).

More general, and less formal, types of diagnosis or evaluation are described by Reinhart and Evans in "Family Day Care: Early Identification of Children with Emotional Disorders" (80:109-119). Reinhart and Evans claim that "the circumstances of family day care seem to fit well the growing focus on using existing social structures to identify high risk children". They suggest that the day care provider may have the initial opportunity to observe and lend assistance. A study carried out by the Ventura County Mental Health Services is described. The study indicated that "day care mothers were attuned to the characteristics of children that professionals might classify as symptomatic of emotional or mental disturbance."

Stein, Beyer, and Ronald in "Beyond Benevolence - the Mental Health Role of the Preschool Teacher" say that nursery school teachers should have more training in identifying the more severe forms of emotional disturbance in children (86:358-371).

Sally Provence, M.D., responding to the Joint Commission Report on Mental Health of Children, identifies the need for early detection of mental disorders in infants and young children (78:72-77). She says "many of us are convinced that the actual work with the very young will continue to be carried out by people who are not mental health professionals." She goes on to say that:

> a number of centers and group efforts exist in which child psychiatrists, child psychoanalysts, psychologists, and social workers

have joined forces with educators, nurses, and paraprofessionals to carry out diagnostic treatment and research for preschool children.

## LITERATURE RELATED TO PARAPROFESSIONALS AS TEACHERS

Many of the studies of paraprofessionals in education settings are focused on the traditional roles of teacher aides in the classroom. An example of one such study was the thesis of Perry Crandell, University of Washington. His study of "The Effects of Teacher Aides in the Edmonds School District" depicted aides as fulfilling the less desirable tasks of playground and lunchroom supervision, clerical duties, preparation of teaching materials and cleanup (16). The 1969 thesis of Hasse, Central Washington University, entitled "A Survey of Washington State's Elementary Schools on the Utilization of Full Time Teacher Aides" provides similar information (39). However, recent studies indicate that teacher aides are filling more desirable roles. Results of a 1971 New York study by L.B. Hixon, "The Changing Role of the Salaried Classroom Paraprofessional", indicates that, in many instances, "paraprofessionals exceed the limits of non-professional duties and heavily invade the professional domain". Hixon's study shows that often the teachers were more involved in routine tasks while paraprofessionals were involved in instruction (40:818-819).

Paraprofessionals are often employed in the dual role of parent educator and behavior changer. Such programs would include the preventive behavioral program described by Jason and Carter titled "Paraprofessionals Providing Behavioral Techniques to Families of Disadvantaged Toddlers" (45:153-158).

Stephanie Murphy tells of such use of the paraprofessional in "Help for the Under Threes". This program designed to meet the needs

of families of handicapped children, assigns paraprofessionals to plan activities and train parents (67:14).

Occasionally paraprofessionals are used to provide specific kinds of help. An example of such use is found in the article by Tom Banville which describes the use and training of "psychomotor aides" (6:23-26). Other such studies include David Alford's "Innovation in Speech Therapy: A Cost Effective Program" (2:520-525) and Gray and Barker's study "Use of Aides in an Articulation Therapy Program (33:534-536)."

Researchers interested in use of teacher-aides for work with the handicapped will also be interested in "A Teacher Aide Programme in Action" by Hulbert, Wolstenholme, and Kolvin (43:27-31). This study describes a follow-up study of six pilot programs in Newcastle upon Tyne, England. The study addresses the problems of divided authority, and dual loyalties, as well as differences in experiences, attitude and style.

Another study of limited scope is the thesis of Joyce Gibbons, entitled "Comparison of the Effectiveness of Paraprofessional and Teacher in Carrying Out a Prescribed Program in the Teaching of Reading to Moderately Retarded Students" (29).

## LITERATURE RELATED TO THE ROLE OF BEHAVIOR CHANGER

A preponderance of literature related to this topic is derived from programs for the handicapped, disadvantaged or emotionally disturbed, and directed toward providing services to those client populations. Examples are Leonard Jason's article "Paraprofessionals Providing Behavioral Techniques to Families of Disadvantaged Toddlers"

(45:153-158); Yen and McIntire's book Teaching Behavior Modification which describes the use of undergraduate students as therapists for mentally retarded and multiply handicapped children (105); and Hulbert's "A Teacher-Aide Program in Action" (43:27-31).

Examples of studies of paraprofessionals involved in behavior modification in more routine situations include Rafael Anzure's article "Training of Paraprofessionals: the Token Economy as a Solution in Behavior Modification in School and Home" (3:31-40); Knipping, "A Classroom Comparison of Behavioral Modification Techniques" (52:33-36); and Masterman, "The Effects of Modeling on Self-Referent Talk of Mexican-American Girls with Culturally Similar and Dissimilar Counselors" (61).

Also of interest is Chapter Seven in Day Care: Resources for Decisions. Chapter Seven written by Jacob L. Gerwitz is entitled "Stimulation, Learning and Motivation Principles for Day Care Programs". The reader will find section C of particular value ("Behavior Technology Applied to Day Care"). Mr. Gerwitz makes the following statement:

> It may be possible to manipulate systematically the conditions of the day care center so as to foster consensually-valued social, educational, or remedial behaviors in the child (37:Chapter 7).

## LITERATURE RELATED TO THE ROLE OF MOBILIZER

Perhaps the most detailed examination of the role of mobilizer can be found in an article by Betty Deshler and John L. Erlich, entitled "A New Intervention Approach: The School Community Agent" (19:381-392). The authors examine what they call "strategy mixing" (combining aspects of local development, social planning, and social action ... using different intervention modes more or less simultaneously). The study is

an analysis of Detroit's School Community Agent Program. The school community agent, originally a social work professional, is described as a "catalyst for innovation and an initiator of interchange", whose role was to be "amelioration of unsatisfactory relations between the school and community". The first major intervention device employed was to set up activities in the school building after regular hours (extended schools). The extended schools later included one or more of the following:

1. Special remedial help
2. Extended use of the school library
3. Adult education programs
4. Accelerated volunteer projects
5. Activities run by community agencies
6. Use of the school as a sub center for the anti-poverty program
7. Making the school available for meetings of local organizations

Eight broad categories were designated as "linking mechanisms":

1. The urban extension worker - agents going themselves into communities as outreach workers attempting to involve the family in some phase of school life.
2. Use of established communications through contact with the indigenous leaders using these leaders in the roles of channels for communication; the "opinion-leader approach".
3. The "settlement house" approach which made use of the physical facilities of the schools for late afternoon and evening programs.

4. The "auxiliary voluntary association procedure" used existing volunteer groups to serve as channels for communication, (PTA, homeroom mothers, etc.).

5. The "common messenger" approach made use of the student as a "double-agent".

6. Mass media was used to broaden community awareness.

7. Occasionally the use of a "formal authority" technique was employed (quasi attendance officers, etc.).

8. The "delegated function approach" made use of the many social service organizations already in existence.

According to Deshler and Erlich, in 1965 as the school community agents took firm hold in the great cities schools, fifty-one project schools not having agents were asked to select a person indigenous to the school neighborhood (paraprofessional) to fill that role. By 1971-72 there were 175 agents in 127 schools. Training for the paraprofessionals was provided on an inservice and work-shop basis.

The authors promote the use of a school community agent, and say that "in every urban area, there can be opportunity for participation of, and control by community residents in the schools, and through the schools".

## LITERATURE RELATED TO CONSULTING

Although consulting is generally the role of the professional, rather than the paraprofessional, there are occasions such as Deshler and Erlich describe when the information of the indigenous worker is desired (19:381-392). Indeed, in the situation described by them,

"opinion leaders" from the community were sought for employment as professionals. Deshler and Erlich state that:

> there is no doubt that the school-community assistants employed today view themselves as outreach and input workers, extending the school into the community, and the community into the schools.

Other examples of the use of indigenous consultants can be found in literature related to migrant, Indian, and bilingual programs, as well as Head Start literature. Stevens and King suggest that in certain roles the indigenous worker may be more effective than professionals:

> As is true of many professionals, the shortage of social and psychological services workers has resulted in an expansion of the number of subprofessionals performing related tasks. Social work aides are regularly employed by early childhood programs. Many professionals have argued that particularly in those programs primarily serving ethnic and low-income groups that paraprofessionals from the same background can serve these people very effectively. These paraprofessionals have skills and areas of expertise not shared by the professional (Reiff & Riessman, 1965). The majority-group professionals may have values and behavior patterns that prevent them from adequately relating to the poor and to minorities. Several researchers (Barbrack & Horton, 1970; Gordon, 1969) have used indigenous paraprofessionals successfully to help other parents from low-income homes acquire effective teaching skills. For example, the Kentucky Rural Child Care Project had homemakers assist mountain mothers in developing effective household management and coping skills (Brisco & Archambo, 1969) (89:256-257).

## LITERATURE RELATED TO COMMUNITY PLANNING

Karen Vanderven reviewing the proceedings of a conference on child care training for a changing world suggests that "the field must broaden it's base of concern from specific program factors to the entire political context" (100:263).

Marion Wright Edelman, in the keynote speech of the 1977 Conference of the National Association for the Education of Young Children said:

> We need to formulate criteria for judging programs affecting children and selecting what is most important to do first.

> Specifically, what current policies and practices -- whether federal, state, local, school, or welfare, etc. -- most seriously harm children and families? What should be singled out to be changed or stopped? Why? Which families and children have the greatest needs? Shouldn't they get first priority? What are the pros and cons of targeted as opposed to general programs? What could an administration through executive action do to foster family stability? Which changes call for new legislation? With limited money available, are there steps which governments can take to improve programs serving families that don't cost much money? What are the proper limits of government in aiding families? Who should administer programs for children and families? What should be the role of states, localities, school systems, minority groups, and parents? Why should the government put its money into services at all, as opposed to welfare reform and jobs? What is most important to children and families? Health care? Welfare reform? Day care services? What comes first if you can only do one? Why? Or a few of them? Why? What is the best case to be made for focusing on children and families as opposed to focusing on the aged or other constituent groups who are clamoring for federal funds? We must think through the whys of what we are doing to make an effective case for action (21:4-12).

One means of preventing duplication of services when planning community programs is to develop a directory of current available services. Examination of such a system, intended to bridge the gap between consumer needs and community responsiveness, can be found in the article by Van Valk, Blatt, and Barnes entitled "Organizing Counseling and Coordination - A Model for Child Care Service in Colorado". Specifically, the article discusses the development of a resource bank, and the importance of tying the service approach to the needs of different kinds of families (103:90-103).

## LITERATURE RELATED TO DATA MANAGEMENT

William Klein in an article in Child Care Quarterly entitled "Evaluation and Child Care Training Programs" says the following:

> The "human service" fields, such as child care, are latecomers in the general societal trend of applying managerial concepts to program conduct and, therefore, have been extremely vague around related issues of productivity, effectiveness, and accountability.

However, with increasing stress being placed on managerial efficiency in human services, with growing restrictions on financial support, and with the developing movement toward consumer accountability, evaluation is rapidly gaining the limelight.

There is increasing stress on the need for "hard data" to support contentions of program success, and these data are now viewed as playing a key role in the determination of policy and political action around programs in terms of decisions as to which will or will not be supported by funding sources. Thus, both quality and quantity of evaluative data are crucial elements in political decision making.

Technical Pitfalls in Evaluation -- Much controversy has been generated around the stated results of evaluation of the large-scale early intervention programs of recent years because they were not able to demonstrate a statistically significant impact on their target population. These public debaters have never considered the technical issues involved in the evaluation process, such as sampling, control groups, and generalizability of results.

Unfortunately, the voices of persons actually involved in program and training have not been inserted into this ongoing debate, which may contribute toward a state of polarization. The result of this could be, on one hand, the development of complex evaluation models by experts, whose conclusions would have to be accepted on faith. On the other hand, the lowest common denominator of output assessment might occur, which would do little justice to the programs being evaluated.

Program Goals and Processes -- Both of these two diverse but unproductive occurrences would be possible, as long as the situation continues of problematic evaluation models and vague generalizations about program goals. The most work needs to be done with the latter -- the fuzziness of much of the current conceptualization and practice in child care education and programming leads to the contention that almost any kind of education is "successful" without consideration of time spent in training, the ideology underlying the program, or its content. Thus, very little can now be truly said about the differential effectiveness of various types of programs.

One major reason for this is the apparent feeling on the part of many that commitment to child care is completely antithetical to the application of new research findings in direct child care work. To be truly committed to the child, however, actually means that a commitment be made to rigorous assessment of current research activity, with an eye to incorporating it into the very child care practices that are being taught.

Implementing Commitment -- This definition of commitment can be implemented in two ways. The first is goal setting. Program planners must state their goals. These goals should be ranked in order of priority of importance, and they should be periodically examined in the light of ongoing changes.

The second is assessment of impact. The critical question remains of whether training programs can ultimately measure their impact not simply on the trainees themselves but on the client populations served by them. These training programs need to provide statements of impact derived from hypotheses about behavior that are

sufficiently distinct and clear from others, so as to allow for comparison and actual testing of effect. Conceptualization and research in this area have tremendous implications for the design of instruction. The current models of "competency-based" education represent attempts to derive statements of specific attitudes and actions that lead to certain outcomes. A useful by-product of such efforts will be the development of situational training models that concretely demonstrate training goals, allow for trainee assessment, and provide feedback to trainees on their own progress in learning.

Training programs must continually make use of the best information available. The training process must be viewed only as a medium for disseminating the best of what is already known, but also as a means of generating and testing new knowledge. For the optimal benefit to students and the children with whom they will work, no less could be asked" (51:258-259).

## LITERATURE RELATED TO THE ROLE OF ENABLER

Examples of the role of enabler can be found in Ann DeHuff Peter's article "A Plan for the Health Care of Children" which supports the need for direct service to the families enrolled in child care centers and family care homes, while providing consultation and public information materials to the day care providers (75).

Another article of interest in the area of health care is "An Experimental Program for the Interdisciplinary Training of New Professionals as Child Health Care Workers" by Felton and Hall (23).

The interdisciplinary role of the enabler is discussed in Peterman's article "Paraprofessional Social Workers in Day Care" in which it is suggested that the ideal would be "an integration of teaching, social work, and medicine" (74:525).

An example of a program providing direct counseling, educational, and child care services, as well as brokerage assistance is described in Taylor and Durr's "A Family Education Center at the Washington State Reformatory at Monroe" (92) and in "Preschool in

Prison" Young Children, September 1977 (93). In these publications the authors describe the development of a comprehensive model for service to families of incarcerated men.

## LITERATURE RELATED TO ADMINISTRATION

Stevens and King ask:

> Who are early childhood administrators? What has contributed to their professional career development? What specifically do they do in early childhood education? They are not a uniform group. They have come to their work with young children from a variety of backgrounds: nursing, psychology, education, home economics, and child development as well as specific training in early education. The administrator in early childhood programs may have had little professional training for the job. Even the few with advanced degrees in early childhood education may have had no specific graduate training in administration. Most, particularly administrators of programs for children under five years of age, have mastered their administrative tasks through trial and error and much hard work. They often began as teachers, social workers, or perhaps nurses, and as programs grew and their professional commitment, interest, and competence increased, they assumed expanded responsibilities. However, early childhood administrators in the public schools, such as elementary school principals, have had substantial training in the theory and practice of school administration. Many, though, often lack direct experience and training in work with young children, children ages two to eight years.
>
> The "renaissance" in early childhood education in the 1960's has been followed by an increased professional consciousness. Early childhood administrators are challenged to adopt definitive leadership roles, serve as advocates for young children and their families, interpret to the lay public the developmental needs of young children, work to expand the quality of early education programs, and provide continuing development for the staff.
>
> In what types of settings do early childhood administrators function? What are the varieties of programs serving young children between infancy and eight years? Probably the most common setting is the early elementary school (K-grade 3). Day care centers and day care homes, which may be organized in large systems, provide care during the day, perhaps at night for infants, toddlers, preschoolers, and school-age children. Many day care facilities operate for profit (they are termed "proprietary"); others are private nonprofit facilities. Any community has numerous part-day programs for children under five as a perusal of the local phone directory's Yellow Pages will support. These have various names: play schools, nursery schools, kindergartens, and preschools. In some cases parents have banded together to operate group programs for their children. They may hire a teacher who also administers the program; while often small in size, these playgroups or parent cooperatives have mushroomed in number (89:vii-viii).

Stevens and King describe the tasks of an early childhood administrator as follows:

> Early childhood administrators must exhibit a unique set of traits and abilities. They work to professionalize the care of children while effectively outlining issues and alternatives for parents and the public. They must plan, implement, and monitor the operation of an educational program within a multidisciplinary context. An efficient, cost-effective system that facilitates the kinds of personal relationships and personalized care needed by very young children must be created. In short, an administrator's task is monumental.
>
> Few early childhood administrators have received systematic training in the business side of early education. Graduate programs are just beginning to offer course work and practical experiences for early childhood administrators. Too often one has had to acquire these skills on the job. When national organizations of early childhood educators have offered workshops in administration at their major conventions, such sessions have been oversubscribed. Fortunately, there is a growing professional literature that provides concrete guidelines for the administration of programs for young children.
>
> How the administrative organization itself functions, how finances are sought and managed, and how personnel are managed are critically important. While such are the underpinnings of successful programs, too often the establishment of systematic procedures in these areas is avoided. However uninteresting and tedious fiscal and budgetary matters may appear, if they are not effectively managed, our service efforts for children suffer (89:275-276).

Although Stevens and King describe accurately the recent situation regarding the training of administrators, educators are now increasingly considering the need for development of training materials and course work related to administration.

Also being examined is the question of how child care workers move into administration. Stevens and Mueller discuss a child care career ladder program which emphasizes making the child care position more attractive to young people, more competitive with education and with more room for advancement. The authors speak specifically of "Middle Management Careers". Outlines of the preparatory steps and required units of instruction are suggested (85).

The proliferation of job responsibilities and the diversity of potential employment areas have made the role of the trainer of early childhood paraprofessionals a challenging one.

Early childhood paraprofessionals must be well trained, and ready to perform a variety of tasks. The philosophical question of "specialist vs generalist" will continue to be an issue, however it becomes apparent that although few paraprofessionals will be called upon to regularly perform all tasks as described by Dugger (20:8). There is a need for at least general knowledge of those tasks, and potential for the paraprofessional to be involved in carrying out one or more such tasks in their job role. Training programs which address these needs should be considered.

This study will now examine three major categories of employment of child care paraprofessionals to determine what the literature reveals regarding the need for the provision of social services in day care, Head Start, and the public schools.

## LITERATURE RELATED TO SOCIAL SERVICES IN DAY CARE

Mary D. Keyserling, in an article for the American Journal of Orthopsychiatry, estimated in 1974 in the United States 1.3 million children were in licensed day care, and another 4.7 million children aged 3 and over were in preschool programs (49:210). According to Keyserling, in the United States 6 million children under the age of six have working mothers. The growing trend toward enrollment of families of all social and economic backgrounds in some form of organized child care program, the increasing number of single parent families, the breakdown of the nuclear family, and the increased mobility of today's

family with its attendant social service problems suggests an expanding need for delivery of social services through the childcaring systems. Such social services would include but not be limited to the following:

> Outreach, intake, initial evaluation, financial eligibility screening, family counseling, parent education, advocacy, referral, consumer education crisis counseling, provision of direct services such as transportation, nutritional and health services, and emergency care.

Federal Interagency Day Care Requirements (98:10), published in 1968, list the following recommendations for Social Service:

> 1. Provision must be made for Social Services which are under the supervision of a staff member trained or experienced in the field. Services may be provided in the agency or by the administering or operating agency.
> 2. Non-professionals must be used in productive roles to provide social services.
> 3. Counseling and guidance must be available to the family to help it determine the appropriateness of day care, the best facility for a particular child, and the possibility of alternative plans for care. The staff must also develop effective programs of referral to additional resources which meet family needs.
> 4. Continuing assessment must be made with the parents of the child's adjustment in the day care program and of the family situation.
> 5. There must be procedures for coordination and cooperation with other organizations offering those resources which may be required by the child and his family.
> 6. Where permitted by Federal agencies providing funds, provision should be made for an objective system to determine the ability of families to pay for part or all of the cost of day care and for payment.

According to Peterman, although the proposed legislation is temporarily suspended "it seems safe to assume that provision for social work will still be a part of the guidelines for day care service, and since staffing does not require professional social workers to fill the position, the role may be filled by social work paraprofessionals (aides), or by other staff personnel" (74:519-525).

The 1972 report of the National Council of Jewish Women entitled Windows on Day Care reported that there were great differences in delivery of social services. Social Services were reported to be available in 95 percent of the Head Start centers, 82 percent of the other centers wholly publicly financed, 75 percent of those under philanthropic auspices, and 35 percent of those not elsewhere classified (50:113).

Only 21 percent of the proprietary centers reported that they utilized the assistance of a social worker either regularly or when thought needed. (See Table 1.) (50:112).

The reader might conclude then that either there are few provisions made for the delivery of social services, or that such services are provided by other staff members. Statistics were not available regarding whether staff members had received training in the delivery of social services. Statistics regarding general academic training are as follows. (See Table 2.) (50:96)

The statistics presented are representative of day care centers, Estimations are that as many as 2 million American children may be receiving care in homes other than their own. Such homes, if they are to meet the Federal Interagency Day Care Requirements must also arrange for such social services to be provided.

The definition of day care facility, according to the Federal Interagency Day Care Requirements is as follows:

> DAY CARE FACILITY -- the place where day care services are provided to children, e.g., family day care homes, group day care homes, and day care centers. Facilities do not necessarily provide the full range of day care services. Certain services may be provided by the administering or operating agency (98:v).

Table 1. Percent Distribution of Non Profit and Proprietary Centers by Supportive Services Available

| Supportive Services | Non Profit Centers, by Auspice | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Head Start | | Other Public | | Philan-thropic | | Part Public Part Philan | | Hospital | | Other | | Total | | Proprietary | |
| | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| Dietition or Cook | | | | | | | | | | | | | | | | |
| Employed | 43 | 96 | 40 | 91 | 62 | 94 | 68 | 98 | 10 | 100 | 23 | 79 | 246 | 93 | 61 | 69 |
| Not Employed | 2 | 4 | 4 | 9 | 4 | 6 | 1 | 2 | - | - | 6 | 21 | 17 | 7 | 27 | 31 |
| Total | 45 | 100 | 44 | 100 | 66 | 100 | 69 | 100 | 10 | 100 | 29 | 100 | 263 | 100 | 88 | 100 |
| Nursing or Medical Staff | | | | | | | | | | | | | | | | |
| Employed | 36 | 95 | 26 | 81 | 26 | 56 | 37 | 68 | 8 | 100 | 16 | 61 | 149 | 73 | 29 | 37 |
| Not Employed | 2 | 5 | 6 | 19 | 20 | 44 | 17 | 32 | - | - | 10 | 39 | 56 | 27 | 50 | 63 |
| Total | 38 | 100 | 32 | 100 | 46 | 100 | 54 | 100 | 8 | 100 | 26 | 100 | 205 | 100 | 79 | 100 |
| Social Worker | | | | | | | | | | | | | | | | |
| Employed | 38 | 95 | 27 | 82 | 26 | 49 | 48 | 75 | 4 | 50 | 8 | 35 | 151 | 68 | 15 | 21 |
| Not Employed | 2 | 5 | 6 | 18 | 27 | 51 | 16 | 25 | 4 | 50 | 15 | 65 | 70 | 32 | 57 | 79 |
| Total | 40 | 100 | 33 | 100 | 53 | 100 | 64 | 100 | 8 | 100 | 23 | 100 | 221 | 100 | 72 | 100 |
| Maintenance Staff | | | | | | | | | | | | | | | | |
| Employed | 37 | 95 | 36 | 88 | 58 | 91 | 63 | 93 | 9 | 90 | 20 | 77 | 223 | 90 | 78 | 83 |
| Not Employed | 2 | 5 | 5 | 12 | 6 | 9 | 5 | 7 | 1 | 10 | 6 | 23 | 25 | 10 | 16 | 17 |
| Total | 39 | 100 | 41 | 100 | 64 | 100 | 68 | 100 | 10 | 100 | 26 | 100 | 248 | 100 | 94 | 100 |

Includes personnel of sponsoring organization, e.g. welfare agency, settlement house, church, school, etc.; and staff on call.

Table 2. Percent Distribution of Profit and Non Profit Proprietary Centers by Academic Training of Center Directors and of Other Professional Staff (50:96)

| Academic Training of Professional Staff | Head Start | Other Public | Philan-thropic | Part Public Part Philan | Hospital | Other | Total | Proprietary |
|---|---|---|---|---|---|---|---|---|
| Center Director had: | | | | | | | | |
| Master's Degree | 27 | 23 | 4 | 34 | 20 | 6 | 23 | 14 |
| College Degree | 61 | 47 | 54 | 42 | 70 | 54 | 52 | 33 |
| No College Degree but had some early child-hood training [1] | 10 | 23 | 21 | 20 | 10 | 31 | 20 | 30 |
| All untrained | 2 | 7 | 8 | 4 | - | 7 | 5 | 23 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |
| Some staff, other than director, classified as "professional" had: | | | | | | | | |
| Master's Degree | 10 | 20 | 5 | 16 | - | 17 | 12 | 9 |
| College Degree | 39 | 34 | 47 | 51 | 72 | 21 | 43 | 46 |
| No College Degree but had some ECE training [1] | 20 | 32 | 20 | 27 | 14 | 25 | 24 | 22 |
| All untrained | 31 | 14 | 28 | 6 | 14 | 37 | 21 | 23 |
| Total | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 |

[1]Includes short training courses

The suggestion was made by the Department of Health, Education and Welfare in a 1971 study, that along with the establishment of firm criteria for assessing social service programs in day care, there needs to be continued examination of professional social work and paraprofessional roles along with appropriate changes in selection and training programs for both groups (37).

## LITERATURE RELATED TO SOCIAL SERVICES IN HEAD START

In 1965 Project Head Start was established as one program of The War Against Poverty. In 1974 the Head Start program served 379,000 children primarily from families with incomes below poverty level. In addition to education services, Head Start provides health, nutrition and social service components. The provision of such services are made possible according to Gartner "because paraprofessionals are employed in a wide range of roles" (27:49). Gartner says that in 1973, 286,900 children were enrolled in 9600 full year centers with a total staff of 35,433 paraprofessionals, and 21,500 professionals. There are no work experience or educational requirements for beginning paraprofessionals in Head Start. Career advancement can be both formal and informal, and includes work experience, classes, courses, workshops and college programs. In September 1974, approximately 10,000 Head Start paraprofessionals were enrolled in college courses according to Gartner (28:33-34, 39).

A partial list of roles carried out by Head Start paraprofessionals in a Banks Street study of 36 aides included helping parents negotiate with housing, legal or health agencies; visiting the children's homes; guiding the center's governance activities; escorting

children to and from the center; escorting children to clinics and health care centers; maintaining list of community resources; stimulating and guiding children; custodial child care; housekeeping; and planning the curriculum (10:12).

## LITERATURE RELATED TO SOCIAL SERVICES IN PUBLIC SCHOOLS

In recognition of the growing employment of teacher aides in public schools, in 1968 the American Federation of Teachers adopted a convention resolution affirming the importance of paraprofessional services and urging expanded employment of paraprofessionals at all educational levels. AFT also welcomed paraprofessionals as full participating members of the union.

According to Gudridge, in 1974 the U.S. Department of Labor estimated that 250,000 teacher aides were employed in public schools (38:12). Many aides are confined to duties in the classroom. However, aides classified as community or social work aides often have additional duties which take them into the community. Gudridge cites the study made by the Institute for Education Development (IED) in 1970 in which New York City teachers and principals were interviewed asking them to rank the "five most valuable" activities performed by paraprofessionals. The ranking is as follows:

Hearing complaints from parents about problems they have with the school.

Arranging meetings of parents and school staff to discuss school issues.

Learning about unsafe health conditions in homes, such as poor heating, faulty plumbing or lack of pest control.

Getting to know when families in the school are in need of welfare or financial assistance.

Taking school children or members of their families to the health clinics for regular checkups.

Gudridge also lists the following:

Dealing with attendance problems by working with parents and pupils on the importance of coming to school regularly.

Accompanying the teacher to the home or meeting with the teacher and parents in the school.

Identifying student's study and work problems.

## SUMMARY OF THE STATUS OF SOCIAL SERVICES IN DAY CARE, HEAD START, AND THE PUBLIC SCHOOLS

In summation, an examination of the social service delivery system in Day Care, Head Start, and the Public Schools indicates the following problem areas:

1. Delivery of social services is mandated. However 32% of the nonprofit centers and 79% of the proprietary centers surveyed by Keyserling did not employ a social worker (50:96).

2. The 1970 study made by the Institute for Educational Development ranking activities performed by paraprofessional teacher aides, listed tasks generally thought of as social work tasks.

3. Tasks carried out by Head Start paraprofessionals in a Banks Street Study included a number of social work activities.

On the basis of this information the inference can be made that day care and classroom staff members are either providing such services, or the services, although required by law, are not being provided. It can also be inferred that in many cases the services are being provided

by the paraprofessional staff. If this is true, then an examination should be made of the training programs for early childhood paraprofessionals to see whether their training equips them to carry out those activities, or whether there is a training need.

## SUMMARY OF CHAPTER 2

In this chapter the literature concerning the training and use of paraprofessionals in the delivery of human services has been explored. Because of the lack of literature specifically related to generalist social service training of early childhood paraprofessionals there was a need to review literature which addressed training in one or more specific areas of social service skills. The literature reviewed was classified and discussed using Dumer's categories of human services work tasks (20:8). This compilation may prove useful to future researchers hoping to develop a comprehensive training model.

In addition to the study of literature related to training of paraprofessionals, an examination was made of literature pertaining to the need for social services in three major early childhood education employment areas, day care, Head Start, and the public schools.

The literature reveals that paraprofessionals are being trained and used to carry out a variety of social and human services work activities. The literature also reveals that in day care settings, Head Start classrooms, and in the public schools paraprofessionals do perform such services.

# CHAPTER 3

# METHODS AND PROCEDURE

## INTRODUCTION

This chapter will describe methods and procedures used to obtain data from the 1976 community college early childhood graduates.

## METHODS

A questionnaire was developed to obtain information concerning the need for and the effectiveness of early childhood training for the provison of social services. Page one of the instrument consisted of an introductory letter identifying the researcher, and explaining the nature of and purpose of the study. (Appendix A).

The questionnaire (Appendix B) was composed of seven items. Items one, two, and three, dealt with information about the graduates' current employment. The respondent was asked to one, state current job title; two, briefly describe role; and three, make a simple assessment of how well previous community college training prepared the graduate to perform in his/her present position. In section four the respondent was asked to check whether he/she carried out or supervised the eleven tasks described as human services tasks by Dugger (20:8). Four columns were possible: "I do this"; "I supervise or delegate this"; "someone else does this"; or "no one does this".

Section five was designed to evaluate community college training in relation to those same eleven tasks. A scale of five rating from "very well" to "not at all" was provided. Section six gave the respondent an opportunity to list other human services tasks which he/she

might perform. Section seven asked the question, "Do you believe that increased social services training would be beneficial to early childhood education students?"

The format of the questionnaire was carefully considered and designed to appeal to the eye and to the sense of humor of the respondent. A cartoon character was devised to encourage responsiveness. His attributes included: glasses to represent studiousness; a rotund body to represent stability; stocking feet to suggest friendliness; and an overlarge pencil to suggest the need for assistance. The design was created by Christine Bennion, public relations staff person for the early childhood education program at Edmonds Community College.

The questionnaire was submitted to Dr. Dale Otto, Dr. J. Arthur Keith, and Dr. Madge Young, professors at Central Washington University Revisions were recommended and made in the final draft of the questionnaire. The instrument received approval from the Graduate Office on April 27, 1978.

## PROCEDURES

The study was limited to the 1976 graduates of vocationally approved community college early childhood education programs. Names and addresses of graduates were requested and obtained from the program coordinators. (Appendix C). A mailing was then sent to each graduate. Each mailing included a cover letter, the questionnaire, and a stamped addressed envelope. (Appendix A and B).

The questionnaires were first mailed on April 28, 1978. A deliberate decision was made at that time, not to code the mailing. This was later concluded to be a mistake, making it necessary, when

returns were low to send out another complete mailing. Follow-up questionnaires, with a reminder flyer were mailed on June 7, 1978 (Appendix D). One hundred thirty-four questionnaires were sent. Seventeen were returned as undeliverable. There were 51 responses for a 44% return. Of those 51 respondents, 10 were unemployed. The remaining 41 provided the data base. Tabulated data was to be analysed by percent in four categories: the total group; day care employees; public school employees; and Head Start employees. However, returns in the Head Start category were low (2.4%) making the data suspect, so the Head Start category was eliminated in the survey results.

## SUMMARY

This chapter describes the methods and procedures used in this study. It includes a description of the questionnaire and outlines the steps followed in order to obtain the survey data.

# CHAPTER 4

# PRESENTATION OF THE DATA

## INTRODUCTION

Chapter 4 will examine the results of a survey of 1976 graduates of early childhood programs in Washington State.

The writer undertook a questionnaire survey in order to gather data which might aid in assessing the adequacy of the community college training programs for childcare workers. The study focused particularly on the training for provision of social and human services. The hypothesis to be tested was:

> Is there a need for social service training for early childhood education students in community college programs?

This chapter presents the data gathered by the questionnaire. Percentages given in the text and tables are rounded to the nearest whole number unless given otherwise.

## RESPONSE TO THE QUESTIONNAIRE

A total of 134 questionnaires were mailed: 17 were returned as undeliverable; 51 were completed and returned for a response of 44 percent. Of these 51 respondents, 10 were unemployed or employed in totally unrelated fields. The remaining 41 participants provided the core data. In order to study the data thoroughly the responses were to be analyzed as a whole, and also examined in three employment areas: Day Care, Head Start, and Public Schools. However, response in the Head Start category was only 2.4 percent, making the data suspect. Therefore this category was eliminated.

## QUESTION ONE

Question one supplied information regarding current employment and revealed the following data: two respondents were continuing studies in the field of education, had worked in childcare but were not currently working; one respondent was employed in a child care center as a cook nutritionist; one, was employed as a social worker; one, an elementary school teacher; two, as parents; one identified herself as a professional volunteer; eight were employed as teacher aides in public schools (one continuing studies in education); one respondent was employed in Head Start; fifteen were teaching in preschool or day care; five were administrators or program supervisors in day care; one was a nurse's aide; three gave no job descriptions but completed the survey; ten were unemployed or in unrelated employment.

## QUESTION TWO

Question two essentially was used to verify the answers to question one. Each job title was matched to the job description. In a few cases the job description made possible a more accurate categorization of the respondent. For example, a student working in day care, but going to school might classify herself/himself as a student only.

## QUESTION THREE

The data from question three indicates that community college graduates are generally satisfied with their early childhood education training. In response to the question "How well do you think your previous early childhood education training prepared you to perform in your present position?", twenty-two (53.6%) marked "Well", twelve

(29.3%) marked "Moderately well", and four (9.8%) marked "Adequately". None marked "Poorly" or "Not at all", 7.3% did not respond.

Response to question three by graduates employed in public schools indicated that of the nine respondents, three (33.3%) felt that they had been prepared well. Six (66.6%) felt that they had been trained moderately well.

Responses to question three by twenty graduates employed in preschool or day care settings indicated that eleven (56%) felt that they had been trained well. Six (30%) felt they had been trained moderately well and three (15%) felt that they had been trained adequately.

There were not enough returns in the Head Start category to provide valid data.

## QUESTION FOUR

Table 3 was designed to provide analysis of data from Question Four which asked "In a significant number of cases are social services being provided by the paraprofessional?" An examination of column one indicates that paraprofessionals do indeed provide social services in 42.4% of the cases where services are being provided. Column four indicates that, as documented in Keyserling's studies, social services are sometimes not provided; 15.5% of the respondents indicated "no one does this" (50:113).

## QUESTION FIVE

If a significant percent of social and human services are being provided by community college graduates, how satisfied are they with

Table 3. Provision of Social Service by Community College Graduates*

| | | SERVICE PROVIDED BY GRADUATE | SERVICE PROVIDED BY OTHER | TOTAL SERVICE PROVIDED | SERVICE NOT PROVIDED | NO RESPONSE |
|---|---|---|---|---|---|---|
| A. Outreach | # | 13 | 14 | 27 | 13 | 1 |
| | % | 31.7 | 34.1 | 65.9 | 31.7 | 2.4 |
| B. Broker | # | 16 | 20 | 36 | 5 | 0 |
| | % | 39.0 | 48.8 | 87.8 | 12.2 | 0 |
| C. Evaulator | # | 18 | 15 | 33 | 8 | 0 |
| | % | 43.9 | 36.6 | 80.5 | 19.5 | 0 |
| D. Teacher | # | 20 | 12 | 32 | 6 | 3 |
| | % | 48.8 | 29.3 | 78.0 | 14.6 | 7.3 |
| E. Behavior Changer | # | 34 | 6 | 40 | 1 | 0 |
| | % | 82.9 | 14.6 | 97.6 | 2.4 | 0 |
| F. Mobilizer | # | 7 | 15 | 22 | 14 | 5 |
| | % | 17.1 | 36.6 | 53.7 | 34.1 | 12.2 |
| G. Consultant | # | 18 | 16 | 34 | 2 | 5 |
| | % | 43.9 | 39.0 | 82.9 | 4.9 | 12.2 |
| H. Community Planner | # | 13 | 14 | 27 | 10 | 4 |
| | % | 31.7 | 34.1 | 65.9 | 24.4 | 9.8 |
| I. Data Manager | # | 27 | 9 | 36 | 2 | 3 |
| | % | 65.9 | 22.0 | 87.8 | 4.9 | 7.3 |
| J. Administrator | # | 13 | 26 | 39 | 2 | 0 |
| | % | 31.7 | 63.4 | 95.1 | 4.9 | 0 |
| K. Enabler | # | 12 | 21 | 33 | 7 | 1 |
| | % | 29.3 | 51.2 | 80.5 | 17.1 | 2.4 |
| Average | % | 42.4 | 37.2 | 79.6 | 15.5 | 4.9 |

*41 possible reponses

their training? Table 4 supplies a mechanism for tabulating data about student satisfaction with social service training.

As previously stated, an examination of students' satisfaction with their general early childhood education training produced positive results. Question Three asked "How well do you think your previous early childhood education training prepared you to perform in your present position?" Twenty-two (53.6%) indicated "Well"; twelve (29.3%) indicated "Moderately well", and four (9.8%) indicated "Adequately". None marked "Poorly" or "Not at all"; 7.3% did not mark a response to this question. Yet, when asked later in Question Five "How well do you think that your community college early childhood education training prepared you to perform the following tasks (social service tasks)?" The spread was much wider with 30.2% indicating "Poorly" or "Not at all".

Analysis of Questions 4 and 5 by the two categories of day care and public schools produced the results shown in Table 5-1, 5-2, 6-1, 6-2, 7-1 and 7-2. Insufficient data was available in the Head Start category.

Table 4-1. Graduate Satisfaction with Social Service Training*

| | | VERY WELL | MODERATELY WELL | ADEQUATE | POORLY | NOT AT ALL | NO RESPONSE |
|---|---|---|---|---|---|---|---|
| A. Outreach | # | 4 | 10 | 11 | 2 | 12 | 2 |
| | % | 9.8 | 24.4 | 26.8 | 4.9 | 29.3 | 4.9 |
| B. Broker | # | 6 | 6 | 12 | 9 | 7 | 1 |
| | % | 14.6 | 14.6 | 29.3 | 22.0 | 17.1 | 2.4 |
| C. Evaulation | # | 4 | 12 | 11 | 5 | 9 | 0 |
| | % | 9.8 | 29.3 | 26.8 | 12.2 | 22.0 | 0 |
| D. Teaching | # | 10 | 7 | 16 | 4 | 3 | 1 |
| | % | 24.4 | 17.1 | 39.0 | 9.8 | 7.3 | 2.4 |
| E. Behavior Changing | # | 12 | 12 | 12 | 3 | 1 | 1 |
| | % | 29.3 | 29.3 | 29.3 | 7.3 | 2.4 | 2.4 |
| F. Mobilizing | # | 1 | 9 | 13 | 9 | 7 | 2 |
| | % | 2.4 | 22.0 | 31.7 | 22.0 | 17.1 | 4.9 |
| G. Consulting | # | 5 | 11 | 14 | 4 | 5 | 2 |
| | % | 12.2 | 26.8 | 34.1 | 9.8 | 12.2 | 4.9 |
| H. Community Planning | # | 3 | 6 | 15 | 6 | 9 | 2 |
| | % | 7.3 | 14.6 | 36.6 | 14.6 | 22.0 | 4.9 |
| I. Data Management | # | 15 | 7 | 6 | 8 | 4 | 1 |
| | % | 36.6 | 17.1 | 14.6 | 19.5 | 9.8 | 2.4 |
| J. Administration | # | 5 | 8 | 10 | 7 | 10 | 1 |
| | % | 12.2 | 19.5 | 24.4 | 17.1 | 24.4 | 2.4 |
| K. Enabling | # | 6 | 5 | 15 | 9 | 3 | 3 |
| | % | 14.6 | 12.2 | 36.6 | 22.0 | 7.3 | 7.3 |
| Average | % | 15.7 | 20.6 | 29.9 | 14.7 | 15.5 | 3.5 |

*41 possible reponses

Table 4-2. Summary of Graduate Satisfaction with Social Service Training

| | %Satisfied | %Not Satisfied |
|---|---|---|
| A. Outreach | 61.0 | 34.1 |
| B. Broker | 58.5 | 39.1 |
| C. Evaluation | 65.9 | 34.1 |
| D. Teaching | 80.5 | 17.1 |
| E. Behavior Change | 87.8 | 9.8 |
| F. Mobilizing | 56.1 | 39.0 |
| G. Consulting | 73.2 | 22.0 |
| H. Community Planning | 58.5 | 36.6 |
| I. Data Management | 68.3 | 29.3 |
| J. Administration | 56.1 | 41.5 |
| K. Enabling | 63.4 | 29.3 |
| Average % | 66.3 | 30.2 |
| | | (no response 3.5) |

Table 5-1. Provision of Social Services by ECE Graduates in Day Care Programs

| | | SERVICE PROVIDED BY GRADUATE | SERVICE PROVIDED BY OTHER | TOTAL SERVICE PROVIDED | SERVICE NOT PROVIDED | NO RESPONSE |
|---|---|---|---|---|---|---|
| A. Outreach | # | 8 | 2 | 10 | 10 | 0 |
| | % | 40 | 10 | 50 | 50 | 0 |
| B. Broker | # | 12 | 6 | 18 | 2 | 0 |
| | % | 60 | 30 | 90 | 10 | 0 |
| C. Evaluator | # | 11 | 5 | 16 | 4 | 0 |
| | % | 55 | 25 | 80 | 20 | 0 |
| D. Teacher | # | 13 | 3 | 16 | 4 | 0 |
| | % | 65 | 15 | 80 | 20 | 0 |
| E. Behavior Changer | # | 19 | 0 | 19 | 1 | 0 |
| | % | 95 | 0 | 95 | 5 | 0 |
| F. Mobilizer | # | 3 | 7 | 10 | 10 | 0 |
| | % | 15 | 35 | 50 | 50 | 0 |
| G. Consultant | # | 11 | 7 | 18 | 2 | 0 |
| | % | 55 | 35 | 90 | 10 | 0 |
| H. Community Planner | # | 5 | 7 | 12 | 8 | 0 |
| | % | 25 | 35 | 60 | 40 | 0 |
| I. Data Manager | # | 14 | 5 | 19 | 1 | 0 |
| | % | 70 | 25 | 95 | 5 | 0 |
| J. Administrator | # | 11 | 8 | 19 | 1 | 0 |
| | % | 55 | 40 | 95 | 5 | 0 |
| K. Enabler | # | 7 | 8 | 15 | 5 | 0 |
| | % | 35 | 40 | 75 | 25 | 0 |
| Average | % | 51.8 | 26.4 | 78.2 | 21.8 | 0 |

*20 possible reponses

Table 5-2. Provision of Social Services by ECE Graduates in Public Schools

| | | SERVICE PROVIDED BY GRADUATE | SERVICE PROVIDED BY OTHER | TOTAL SERVICE PROVIDED | SERVICE NOT PROVIDED | NO RESPONSE |
|---|---|---|---|---|---|---|
| A. Outreach | # | 1 | 7 | 8 | 1 | 0 |
| | % | 11.1 | 77.8 | 88.9 | 11.1 | 0 |
| B. Broker | # | 0 | 7 | 7 | 2 | 0 |
| | % | | 77.8 | 77.8 | 22.2 | 0 |
| C. Evaluator | # | 0 | 7 | 7 | 2 | 0 |
| | % | | 77.8 | 77.8 | 22.2 | 0 |
| D. Teacher | # | 0 | 7 | 7 | 2 | 0 |
| | % | | 77.8 | 77.8 | 22.2 | 0 |
| E. Behavior Changer | # | 5 | 4 | 9 | 0 | 0 |
| | % | 55.6 | 44.4 | 100. | 0 | 0 |
| F. Mobilizer | # | 0 | 7 | 7 | 7 | 0 |
| | % | | 77.8 | 77.8 | 22.2 | 0 |
| G. Consultant | # | 2 | 7 | 9 | 0 | 0 |
| | % | 22.2 | 77.8 | 100. | | 0 |
| H. Community Planner | # | 3 | 5 | 8 | 1 | 0 |
| | % | 33.3 | 55.6 | 88.9 | 11.1 | 0 |
| I. Data Manager | # | 7 | 2 | 9 | 0 | 0 |
| | % | 77.8 | 22.2 | 100. | | |
| J. Administrator | # | 0 | 9 | 9 | 0 | 0 |
| | % | | 100. | 100. | | |
| K. Enabler | # | 0 | 8 | 8 | 1 | 0 |
| | % | | 88.9 | 88.9 | 11.1 | |
| Average | % | 18.2 | 70.7 | 88.9 | 11.1 | |

*9 possible reponses

Table 6-1. Satisfaction with Social Service Training -- Graduates Employed in Day Care

| | | VERY WELL | MODERATELY WELL | ADEQUATE | POORLY | NOT AT ALL | NO RESPONSE |
|---|---|---|---|---|---|---|---|
| A. Outreach | # | 4 | 4 | 5 | 1 | 5 | 1 |
| | % | 20 | 20 | 25 | 5 | 25 | 5 |
| B. Broker | # | 5 | 3 | 6 | 4 | 2 | 0 |
| | % | 25 | 15 | 30 | 20 | 10 | |
| C. Evaluation | # | 1 | 9 | 5 | 3 | 2 | 0 |
| | % | 5 | 45 | 25 | 15 | 10 | |
| D. Teaching | # | 8 | 3 | 7 | 2 | 0 | 0 |
| | % | 40 | 15 | 35 | 10 | | |
| E. Behavior Changing | # | 9 | 5 | 3 | 2 | 1 | 0 |
| | % | 45 | 25 | 15 | 10 | 5 | |
| F. Mobilizing | # | 2 | 5 | 5 | 4 | 3 | 0 |
| | % | 10 | 25 | 25 | 20 | 15 | 5 |
| G. Consulting | # | 4 | 3 | 7 | 2 | 3 | 1 |
| | % | 20 | 15 | 35 | 10 | 15 | 5 |
| H. Community Planning | # | 1 | 4 | 6 | 3 | 5 | 1 |
| | % | 5 | 20 | 30 | 15 | 25 | 5 |
| I. Data Management | # | 6 | 5 | 3 | 4 | 1 | 1 |
| | % | 30 | 25 | 15 | 20 | 5 | 5 |
| J. Administration | # | 4 | 4 | 4 | 4 | 3 | 1 |
| | % | 20 | 20 | 20 | 20 | 15 | 5 |
| K. Enabling | # | 4 | 2 | 7 | 5 | 1 | 1 |
| | % | 20 | 15 | 35 | 25 | 5 | 5 |
| Average | % | 21.8 | 21.4 | 26.4 | 15.4 | 11.8 | 3.2 |

*20 possible reponses

Table 6-2. Satisfaction with Social Service Training -- Graduates Employed in Public Schools

| | | VERY WELL | MODERATELY WELL | ADEQUATE | POORLY | NOT AT ALL | NO RESPONSE |
|---|---|---|---|---|---|---|---|
| A. Outreach | # | 0 | 2 | 4 | 1 | 2 | 0 |
| | % | | 22.2 | 44.4 | 11.1 | 22.2 | |
| B. Broker | # | 0 | 2 | 3 | 3 | 1 | 0 |
| | % | | 22.2 | 33.3 | 33.3 | 11.1 | |
| C. Evaluation | # | 0 | 1 | 5 | 1 | 2 | 0 |
| | % | | 11.1 | 55.6 | 11.1 | 22.2 | |
| D. Teaching | # | 0 | 3 | 4 | 0 | 2 | 0 |
| | % | | 33.3 | 44.4 | | 22.2 | |
| E. Behavior Changing | # | 2 | 2 | 4 | 1 | 0 | 0 |
| | % | 22.2 | 22.2 | 44.4 | 11.1 | | |
| F. Mobilizing | # | 0 | 1 | 4 | 2 | 2 | 0 |
| | % | | 11.1 | 44.4 | 22.2 | 22.2 | |
| G. Consulting | # | 0 | 3 | 4 | 2 | 0 | 0 |
| | % | | 33.3 | 44.4 | 22.2 | | |
| H. Community Planning | # | 1 | 1 | 3 | 3 | 1 | 0 |
| | % | 11.1 | 11.1 | 33.3 | 33.3 | 11.1 | |
| I. Data Management | # | 4 | 1 | 1 | 1 | 2 | 0 |
| | % | 44.4 | 11.1 | 11.1 | 11.1 | 22.2 | |
| J. Administration | # | 0 | 2 | 2 | 2 | 3 | 0 |
| | % | | 22.2 | 22.2 | 22.2 | 33.3 | |
| K. Enabling | # | 0 | 5 | 2 | 2 | 0 | 0 |
| | % | | 55.6 | 22.2 | 22.2 | | |
| Average | % | 7.1 | 23.2 | 36.3 | 18.2 | 15.1 | |

*9 possible reponses

Table 7-1. Summary -- Satisfaction with Social Service Training -- Day Care Employees

| | %Satisfied | %Not Satisfied |
|---|---|---|
| A. Outreach | 65 | 30 |
| B. Broker | 70 | 30 |
| C. Evaluation | 75 | 25 |
| D. Teaching | 90 | 10 |
| E. Behavior Change | 85 | 15 |
| F. Mobilizing | 60 | 35 |
| G. Consulting | 70 | 25 |
| H. Community Planning | 55 | 40 |
| I. Data Management | 70 | 25 |
| J. Administration | 60 | 35 |
| K. Enabling | 65 | 30 |
| Average % | 69.5 | 27.3 |
| | | (no response 3.2) |

Table 7-2. Summary -- Satisfaction with Social Service Training -- Public School Employees

| | %Satisfied | %Not Satisfied |
|---|---|---|
| A. Outreach | 66.6 | 33.3 |
| B. Broker | 55.5 | 44.4 |
| C. Evaluation | 66.7 | 33.3 |
| D. Teaching | 77.7 | 22.2 |
| E. Behavior Change | 88.8 | 11.1 |
| F. Mobilizing | 55.5 | 44.4 |
| G. Consulting | 77.7 | 22.2 |
| H. Community Planning | 55.5 | 44.4 |
| I. Data Management | 66.6 | 33.3 |
| J. Administration | 44.4 | 55.5 |
| K. Enabling | 77.8 | 22.2 |
| Average % | 66.6 | 33.3 |

## QUESTION SIX

Question Six asked "Do you carry out or supervise other tasks which are human service oriented, rather than child/classroom oriented?" Of the total possible 41 respondents, 15 (36.6%) indicated yes; 24 (58.5%) indicated no; two did not respond. Of the public school employees, 3 (33.3%) indicated yes; 6 (66.7%) indicated no.

Of the 20 day care employees 9 (45%) indicated yes; 10 (50%) indicated no; one did not respond.

Descriptions of the tasks included: counseling parents; teaching DSHS and community college classes; providing training for community organizations; problem solving with staff and parents; getting food from food bank or FISH; keeping in touch with problem families who are out of school; writing recommendations; running a well-baby clinic; helping library set up art classes; picking up and delivering children; supervising parents in classroom; supervising work-experience people; working on committee to get books for the school; playground supervision; being available to listen to students and "rap" with them.

## QUESTION SEVEN

Of the thirty-seven graduates answering question seven, thirty-two (86%) replied that they did believe that increased social service training would be beneficial to early childhood education students. The following are examples of the comments made:

> "I think there is a great need for counseling services by a person associated with the day care center. Many of the parents we serve are single parents and have little or no support from family and friends. They need someone who is aware of their circumstances and who is familiar with their child or children to serve as a resource and support person, especially someone who is in touch with

community resources and who can recommend specific counseling or refer them to a group situation that could share with them as single parents."

"I believe there should be a program available at one of the public higher education institutions which provides a comprehensive education in early childhood care and education whether it be a community college or the University of Washington."

"... knowledge and practice in contacting and obtaining public services available now for juveniles and children would assist teachers and child care workers greatly."

"I feel teachers have to deal with people other than children. Teachers need training to handle problems that may occur and to have the knowledge to help the parents and children if they need other services. I do not believe a teacher should be a social worker, but he/she needs to know where to go, how to obtain help, and get those who need it to seek help."

"I found that I didn't have the knowledge or background of social service agencies that were available for my kids and parents use. Especially in the field of day care, knowlege and a close working condition between the social service agencies and the day care teacher is a must. I feel strongly that students in ECE should have increased social service training as ECE deals both with the child and the parent-family relationships."

"Through contacts I've met being involved in ECE I've been able to provide outside resources when needed, I would feel much more confident in dealing with parents and families if I were better trained in the social service area."

"My effectiveness as a teacher is absolutely dependent upon my understanding of relationship with the parents and the family as a whole."

"Just today I, personally, looked into Western Washington University's Human Services Program because 1) I feel inadequately prepared to deal in the field; 2) after teaching I realize the importance of human services activities and want to become involved in them."

"Some of the parents I work with are drug abusers, alcoholic and/or emotionally disturbed. Training in these areas would really be beneficial to any early childhood educator."

"I feel that in many cases the teacher is involved with low income people, such as migrants and other minority groups. Working with these people is much different from working with people of higher incomes. I feel psychology and sociology should be required

subjects in ECE. I have worked in Head Start, NRO, and the Institute for Human Relations, as well as being a director of two day care centers for 75 children each."

Analysis of Question Seven by the three categories of Head Start, Day Care, and Public Schools revealed the following:

Head Start -- Insufficient data to make a generalization (2.4%).

Public Schools -- Eight teacher aides and one elementary school teacher were respondents in this category (22% of total respondents). Seven responded favorably (77.8%) to increased social service training; two (22%) responded negatively.

Day Care and Preschool -- There were twenty respondents (49.0 of total respondents) in this category; five administrators and fifteen teachers or teacher aides. Seventeen (81%) responded favorably to increased social service training; three (14.3%) responded negatively. One survey did not show a response to this question. (4.8%)

## DATA RELATED TO TRAINING PRIORITIES

Although the samples are unequal an examination of Tables 5-1, 5-2, 6-1 and 6-2 suggests certain interesting trends.

The day care employee sample (Table 5-1) reveals a high frequency (over 50%) of provision of services by the graduates in categories B, C, D, E, G, I, and J. The data sample from public school employees, however, reveals a much lower incidence of such services provision with only two categories being tabulated as over 50%.

Although all categories in Table 5-1 (day care employees) displayed tallies, Table 5-2 (public school employees) reveals that categories B, C, D, F, J, and K displayed no tallies at all. The average percent of social services reported performed by the community

college graduate employed in day care was 51.8% (Table 5-1). In contrast, the average percent of social services reported performed by the community college graduate employed in the public schools (Table 5-2) was much lower (18.2%). This data seems to suggest that the tasks performed by day care personnel may differ markedly from the tasks performed by aides in the public schools, and that training programs for the two employment categories should be different. However, Tables 7-1 and 7-2 show both groups reporting that approximately two-thirds of the graduates are satisfied with social service training. Question Seven shows that respondents recommended increased training in social services. Of the public school employees, 77.8% recommended increased training. Of the day care employees, 81% recommended increased training.

If, for any reason, only a limited amount of social services training could be provided, what categories of training should be considered to be of high priority? The data seems to indicate that, for public school aides, the two major priority areas are Categories E (Behavior Changer) and I (Data Manager), with Category I taking precedence over E, and then followed in rank order by Categories H, G, and A. Other categories could be eliminated.

The same two categories favored by public school employees are of major interest to day care employees, but with Category E (Behavior Changer) taking precedence over Category I (Data Manager). The other categories are ranked as follows: D, B, G, J, C, A, K, H, and F. Categories A, K, H, and F which tallied below 50% (Table 5-1) seem to be likely areas of elimination.

## SUMMARY OF CHAPTER 4

This chapter has included a presentation and examination of the data gathered through a survey of community college graduates of early childhood programs in Washington State. An examination of the data indicates a need for social services training, and suggests that there are differences in the types of training needed for employment in day care versus employment in the public schools.

Chapter 5 will summarize the study and propose recommendations for social services training in Washington State.

# CHAPTER 5

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## SUMMARY

The purposes of this study were to examine the tasks carried out by 1976 graduates of community college early childhood programs in Washington State to determine whether they carry out or supervise the tasks described by Dugger, and whether their training equipped them to do so.

The general hypothesis stated in question form was:

Is there a need for social service training for early childhood education students in community college programs?

The writer acknowledges the scope of the study was limited, in that the sample population was small.

Data was gathered with a questionnaire and through an examination of literature. One hundred thirty-four questionnaires were sent to the 1976 graduates of community college early childhood education programs.

## CONCLUSIONS

Based on the responses to the questionnaire the following statements concerning social services training appear to be true.

In child care settings where social services are provided, community college ECE graduates (paraprofessionals) provide a significant percent (42.4%) of the services described by Dugger (20.8). A majority of employed graduates are satisfied with the general early childhood

education training received, but 30.2% are dissatisfied with training received in the areas of social and human services. Eighty-six percent would recommend increased training in social service skills.

## RECOMMENDATIONS

One of the weaknesses of this research project is the validity and reliability of the survey instrument. Inasmuch as the sample population was small, a similar study is recommended to test the validity and reliability of this one. A further recommendation is that a larger population be sampled.

This study examined the tasks performed by child care workers who graduated in 1976. One might postulate that graduates employed in the child care field for a longer period than two years might be called upon to assume larger responsibilities and might possibly carry out a higher percentage of the tasks described by Dugger (20:8).

Assuming that future studies verify the conclusions of this study, the following recommendations are made:

In order to cover all responsibility areas which child care workers are required to assume, provisions must be made for improved and increased training in the provision of social services.

Instructional faculty members of community college early childhood education programs should examine their curriculum content in the areas related to the provision of social services. A survey of graduating and graduated students might assist in identifying areas of needed curriculum development.

In programs where training is identified as poor or lacking, three alternatives might be considered:

1) Incorporation of social and human service content into already existing course structure.
2) Addition of a separate course, such as the introduction to social work course developed by Phylis Peterman. (See Appendix E.)
3) Revision of required program structure to include a core of social work classes. An example of such a program is the one to be found at Edmonds Community College in Lynnwood, Washington. (Appendix F).

In summation, the author suggests that inasmuch as the data from this study suggests the usefulness of social service training for early childhood paraprofessionals, further studies be made to validate these results. In the event that the results are verified, efforts should be made to develop curriculum models which prepare paraprofessionals to deliver social and human services.

## ANNOTATED BIBLIOGRAPHY

Most annotations found in this bibliography are extracted from ERIC, NIMH, and Washington Research Coordinating Unit computer searchers. Entries which the author prepared are identified with an asterisk at the end of the annotation.

1. Adams, Milton S. "Paraprofessional Child Therapists." Journal of the National Medical Association. 67(5):381-387, 1975.
   The roles of the paraprofessional child therapist in an urban community mental health center are presented, and an attempt is made to show both advantages and disadvantages of employing such personnel as primary therapists. It is suggested that there is a significant place for paraprofessionals outside of institutions, particularly with children. Paraprofessional manpower, it is noted, must not be wasted through overlap, inadequate training, lack of career mobility, or preparation for irrelevant occupations or already obsolescent skills. 1 reference. (Author abstract modified).

2. Alvord, David J. "Innovation in Speech Therapy: a Cost Effective Program." Exceptional Children. 43(8):520-525, 1977.
   Results of a program for treating mild to moderately speech disordered children through the use of trained paraprofessional aides are discussed. Data reveals that the use of trained aides in treating mild to moderately speech disordered children result in no significant difference in achievement when compared to achievement of clinician treated children. A reduction in clinician case loads of mild to moderately speech disordered children was also achieved through the program, thus leaving more time for clinicians to work with severely disordered children and to increase the incidence of work with individual children. 2 references. (Author abstract).

3. Anzures, Rafael. "Training of Paraprofessionals: the Token Economy as a Solution in Behavior Modification in School and Home." Revista Latinoamericana de Psicologia (Bogota). 8(1):31-40, 1976.
   To illustrate the importance of the training of paraprofessionals, a token economy is applied in the case of a 6-year-old boy suffering from enuresis. The boy's mother and his teacher collaborate in the treatment (for which they are trained) during 2 weeks, 3 days a week in 1-1/2 hour sessions. The case is described as an illustration of the advantages offered by paraprofessional training: shorter and less expensive treatments, and improvement in the attitudes of the people involved in the training. 5 references. (Author abstract modified).

4. Archinard, Enolia B.; Sale, June; Wasserman, Harry; McCall, Laura. "Social Work and Supplementary Services". Day Care: Resources for Decisions. Office of Economic Opportunities, HEW, 1971.
   This publication examines the role of the professional and nonprofessional in light of the generalist concept and gives examples of advocacy, community organization, parent involvement, liaison and referral, and crisis intervention.*

5. Aronson, Susan S. "Health Consultation in Child Care." In: Auerbach, S., Child Care: a Comprehensive Guide. New York, Human Sciences, 1976. 297 p. (p. 120-140).

The health consultant's role as a member of the childcare support team is examined, emphasizing that the consultant is faced with a variety of challenges depending on the particular program and its needs, resources, and outlook. As health support is critical to the effective comprehensive system, recommendations and a checklist are provided to foster awareness of both educational and medical personnel. The health component of childcare service includes preventive and remedial medical, nutritional, psychological, and dental services, in addition to health education and administrative functions. The consultant helps program personnel to understand the need for the various activities, and the special characteristics of the consultant/client (agency) relationship are emphasized, along with approaches to obtaining full benefit from his services, selecting the most appropriate consultant for specific needs, and ensuring that the results of the consultation experience develop into a more effective program. After the consultant and staff personnel have agreed upon specific activities and services, it is often sufficient to designate an individual health advocate to oversee overall implementation. 15 references.

6. Banville, Tom. "The Learning Called Psychomotor." American Education. 12(6):23-26, 1976.

The value of psychomotor training programs integrated within the school curriculum is discussed emphasizing the relationship between psychomotor development and academic success. The interrelation between cognitive and affective learning and the skill that must be mastered to use cognitive learning (psychomotor learning) is examined. Specific cases in which psychomotor training produced positive results in reading classroom behavior and discipline are presented. An example of the creation of a perceptual skills curriculum for psychomotor training in various schools is reported. The curriculum offers four basic motor and perceptual skills (auditory, visual, general, discrimination) that proceed from simple to complex tasks. Training of the psychomotor aides is also described. In a program evaluation, 71% of the teachers reported that they could see positive changes in the children in terms of improved coordination, behavior and learning, and 65% saw significant improvement in self-concept.

7. Beker, Jerome. "The Child Care Professional: an Agenda for Professional Role Identity for Employment and Mobility in Today's Service Structure." Child Care Quarterly. 4(4):256-257, 1975.

The move for professionalization of childcare workers is discussed, and concomitants such as higher salaries, better training, and career mobility are suggested. Key questions that must be considered in the context of developing a professional role identity for childcare are posed, included: 1) modes of developing a formal, widely agreed upon conceptualization of childcare as a profession; 2) whether the childcare worker should be conceptualized on the professional level as primarily a direct practitioner or primarily a

supervisor of preprofessional and subprofessional personnel; 3) ways of attracting an increasing number of college graduates to invest themselves in a professional, career commitment to childcare; 4) what the boundaries of the field should be; and 5) how concrete and effective implementation can be achieved. Other issues include affiliation with allied professions versus remaining autonomous and providing evidence of the economic feasiblity and effectiveness of professional childcare approaches.

8. Berg, Gregory Keith. The Training of Paraprofessionals as Deliverers of an Infant Enrichment Program. (Ph.D. dissertation) Dissertation Abstracts International. No. 76-22470.

Two modes of training paraprofessionals to deliver infant enrichment programs were assessed, focusing, on one aspect of such a program (a home visit model of intervention of low-income clients). One group of paraprofessionals was trained with special emphasis on the skills required to work with mothers, while the other received no special emphasis. Modeled guided practice and feedback were the training tools used in both groups. Results indicated that the two modes of training were associated with higher levels of paraprofessional knowledge and skill in interacting with infants. The group which received specialized training in maternal interactions directed significantly greater attention to mothers than the group which received no specialized training. The results supported a claim for the paraprofessionals which relies heavily upon modeling. The effects of the intervention upon mothers and infants were not significant. This could be due, among other things, to the short duration of the project or the inappropriateness of this type of intervention with the subject population. Despite the lack of significant findings with respect to the effect of intervention upon mothers and infants, the utility of training paraprofessionals in specific skills within a relatively short period of time was demonstrated. (Journal abstract modified).

9. Bijou, Sidney W. "Practical Implications of an Interactional Model of Child Development." Exceptional Children. 44(1):6-14, 1977.

An interactional model of child development is outlined, and its implications for the specific education of the young handicapped child was suggested. The interactional model posits that there is a continuous interaction between the behavior of a biologically maturing child and the progression of circumstances that constitute his functional environment. This interaction produces a unique pattern of behavior, or personality, and a unique physical, social, and behavioral structure in the environment or culture. Practical implications for the education of the handicapped child include: 1) a philosophy of education that emphasizes goals for all children, normal and handicapped; 2) procedures for individualization of instruction; and 3) provisions for supporting classroom teaching, using paraprofessionals and parents. 14 references. (Author abstract modified).

10. Bowman, Garda; Klopf, Gordon. New Careers and Roles in the American School. New York: Bank Street College of Education, 1971.
    This publication is an examination of the development of paraprofessionals in the public school system. An included study of teacher aides in New York reveals that aides do carry out social work tasks.*

11. Broadhurst, Diane D. "Project PROTECTION: a School Program to Detect and Prevent Child Abuse and Neglect." Children Today. 4(3):22-25, 1975.
    An innovative program undertaken by the public school system in Montgomery County, Maryland, to identify cases of child abuse and to instruct pupils in good childrearing techniques, is reviewed. Termed Project PROTECTION, the program involves three phases: policy revision, staff development and curriculum development. Policy revision entailed defining accurately what constitutes an abused child and establishing guidelines for the reporting of cases of abuse to appropriate county agencies. Staff development began with a conference and 2 day training workshop for school pupil services staff which explained Maryland's child abuse statute and county policy regarding child abuse. Graduates of this program then conducted training programs during regularly scheduled faculty meetings in all public schools in the county. Several case studies are included which follow abused children and their parents through the identification and remediation process. Finally, proposed new teaching units in childcare and in child abuse prevention are considered.

12. Chase, Naomi Feigelson. A Child is Being Beaten: Violence Against Children, an American Tragedy. New York: Holt, Rinehart and Winston, 1975.
    Child abuse, its causes, and solutions to the problem are discussed. The economic system is held responsible for the institutionalization of child abuse. Children are neglected as a matter of social policy "even if that policy is due to lack of resources." Bungling courts, indifferent legislators, a foster care system that does not afford a child the love and care that is needed, and overloaded social agencies offer no solutions. Individual treatment is also derided as the real problem is seen to be the social neglect of all children, particularly poor and miniority children. The following recommendations are proposed: jobs for all, because the joblessness of the father and his absence from home is an important cause of child abuse; compensation for women who work at home as a way of reversing the downgrading of the role of the mother; good childcare arrangements for women who work outside the home; decent housing, income redistribution; free health care; education in infant care; family education; and expanded daycare system; family help centers; prohibition of corporal punishment in all schools and institutions; and free abortion on demand. 1 reference.

13. Chilman, Catherine; Grotberg, Edith H., Ed. Design and Proposal for Early Childhood Research: A New Look: A Multiple Systems-Service Approach to Programs and Research for Helping Poor Children. (One

in a Series of Six Papers.) Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

An overview is given of conditions linked to the causes and perpetuation of poverty. These factors include large family size, unemployment, lack of education, and social and personal disorganization. Family planning services are important but by themselves tend to be ineffective and programs should be launched which would improve the total life situation of the poor. Research-based evidence is presented regarding various anti-poverty programs, including parent education, individual counseling, job training, and use of paraprofessionals. An examination of "participation of the poor" in decision making capacities in programs which affect them is included. Multi-pronged intervention in respect to changing the secondary and tertiary systems of the poverty environment (housing, employment opportunities, health, welfare, legal, educational and vocational services) is recommended. Such an approach calls for multi-variate program research, for which a proposal is presented.

14. Cohen, Robert. New Careers Grows Older. Baltimore: John Hopkins University Press, 1976.

A classic examination of the new careers program of the 1960's is presented. Specific focus is on the use and training of indigenous low income paraprofessionals.

15. Cowen, E.L.; Trost, M.A.; Lorion, R.P.; Dorr, D.; Izzo, L.D.; Isaacson, R.V. New Ways in School Mental Health: Early Detection and Prevention of School Maladaptation. New York: Human Sciences, 1976.

A comprehensive study of the development, implementation, evaluation, and maintenance of the Primary Mental Health program, a school based and community oriented approach to the delivery of child mental health services carried out in the Rochester, New York area for the last 17 years is presented. The focus of the program has been the early detection and prevention of socioemotional and educational problems. Methodologies for mass screening and diagnosis are presented. Emerging roles for school mental health professionals are described and training methods for nonprofessional child aids are detailed. The enlistment and maintenance of community support, critical to the success of the program, is also detailed.

16. Crandell, Perry. A Study of the Effects of Teacher Aides in the Edmonds School District. University of Washington, Suzzalo Library. (Thesis) No. 370-TH14764.

This study examines the impact of teacher aides in a small suburban community school system.*

17. Crispin, Benjamin J. "Role of School in Bilingual Bicultural Society." Reading Improvement. 12(4):251-252, 1975.

It is contended that the cultural revolution occurring in California highlights the important role of the school offering bilingual education in the U.S., fifth largest Spanish-speaking country in the world. The role of such a school is felt to be

significant for Anglo children because it will induce them to focus on the Mexican heritage that has always been extant in their state. The roles that educational institutions play in the changing cultural environment are described, noting that some schools prepare teachers in the field of bilingual/bicultural education. Universities provide special workshops and in many cases credentials in bilingual education are sought. Also, community members often offer their time as aides in the classroom. It is concluded that Spanish and English similarities and differences must be recognized, and the revolution continued. (Author abstract modified).

18. Dinges, Norman G. Preventive Intervention: Isolated Navajo Families. Final report, NIMH Grant MH-24866, May 1976.
    A project to: 1) develop interaction activities appropriate to the Navajo culture that would increase the quality of parent-child interactions; 2) train Navajo paraprofessionals to act as family intervention specialists; 3) assess the effects of these programs on participating families; and 4) develop a general model of early intervention for enhancement of family emotional status with potential applicability to other ethnic minority families, is reported. A home based intervention strategy was developed to provide culturally appropriate interaction activities to build psychological strength for dealing with salient intracultural and intercultural developmental tasks of both parents and children. Selection criteria as well as training procedures and cultural considerations are discussed in regard to training of Navajo paraprofessionals. A transcultural model of early intervention was developed which assumes that it is possible for persons from a minority culture to acquire the skills, knowledge, and material lifestyle of a majority culture without sacrificing the identity supporting elements of the minority culture.

19. Deshler, Betty and Erlich, John. "A New Intervention Approach: The School Community Agent." Strategies of Community Organization. Cox, Erlich, Rothman, Tropman. Itasca, Illinois, F.E. Peacock Publishers, 1974.
    One of a collection of readings, this study is focused on the social work practice area of community organization. This study describes the use of indigenous paraprofessionals as links between school and community.*

20. Dugger, James G. The New Professional: Introduction for the Human Services/Mental Health Worker. Monterey, California, 1975.
    This introductory textbook for students in human services programs advocates a generalist approach to the training of paraprofessionals.*

21. Edelman, Marion Wright. "Today's Promises - Tomorrow's Americans: Putting Children First on the National Agenda." Young Children, March 1978.
    This is a reprint of the speech presented by Ms. Edelman to the National Association for Education of Young Children.*

22. _____. Exceptional Children Conference Papers: Training and Personnel in Early Childhood Education Programs. Council for Exceptional Children, Arlington, VA, December, 1969.

Four papers discuss training and personnel in early childhood education. The concepts developed by the Division of Training Programs in seeking to award a grant for planning inservice training programs are described by J. Gerald Minskoff as is the role of a training coordinator. An evaluation of a pilot program to train teacher aides is presented by Fred L. Gross, while Leonard Kaplan and Vallis Fineberg consider the effective use of paraprofessionals in the classroom. Also included is a paper by Richard Artes on the use of paraprofessionals for speech and language development in young children.

23. Felton, Gary S.; Hall, Howard B. "An Experimental Program for the Interdisciplinary Training of New Professionals as Child Health Care Workers." Journal of Clinical Child Psychology. 5(2):62-69, 1976.

The conceptualization, development and implementation of a successful college level paraprofessional training program for Child Health Care Workers are described. The two year interdisciplinary program prepares workers to provide service to developmentally disabled children and their families in coordinative working relationships with supervisory professionals in either an educational or clinical setting. Trainees receive extensive clinical experience which supplements academic coursework. Trainees have been hired for entry level positions in Los Angeles special education schools. 31 references. (Author abstract modified).

24. Felton, Gary S. "Changes in Attitudes Toward Disabled Persons Among Allied Health Paraprofessional Trainees in an Interdisciplinary Setting." Perceptual and Motor Skills. 40(1):118, 1975.

Changes in attitudes toward disabled persons among allied health paraprofessional trainees in an educational and rehabilitative setting which exposed them to contact with the disabled were examined. Ss were women in training as child health care workers who were completing a 2-year, full-time program for an A.A. Degree. They completed Form O of the Attitudes Toward Disabled Persons Scale prior to enrollment and at the end of the first year. Results strongly support findings of earlier attitudinal research. Of importance is that changes in attitudes toward the diasabled among adults in an A.A. level interdisciplinary training program, which focuses on multihandicapping and disabling conditions, have not been reported in the literature. With the great influx of paraprofessional programs in this area nationally, continuing research with such trainees is needed for selection and evaluation of programs. 2 references.

25. Forman, Marc A.; Hetznecker, William. "Community Child-Psychiatry in the United States: the Past Decade." Developmental Medicine and Child Neurology (London). 18(1):78-84, 1976.

A survey is presented on the progress, problems and prospects of community child psychiatry in the U.S. Special attention is given

to the key issues of service, consultation, paraprofessional work and training. 25 references. (Author abstract).

26. Foster, Sharon L.; O'Leary, K. Daniel. "Teacher Attitudes Toward Educational and Psychological Services for Conduct Problem Children." Journal of Abnormal Child Psychology. 5(2):101-111, 1977.

    Ninety-nine teachers participated in a survey designed to assess teacher attitudes toward and experience with a variety of strategies for dealing with conduct problem children in regular classes. Results indicate that: 1) a majority of teachers favored placing conduct problem children in regular rather than special classes: 2) current sources of assistance (school psychologists, clinical psychologists, principals, parents, and other teachers) were uniformly perceived as only slightly effective in helping teachers handle problem children; and 3) of 14 alternative educational and psychological assistance delivery strategies, teachers most frequently preferred smaller classes, teacher aides, increased counseling staff, and resource classrooms. 12 references. (Author abstract).

27. Gartner, Alan. Paraprofessionals and Their Performance. New York: Praeger Publishers, 1971.

    Written by the foremost expert on paraprofessionals, this book describes development of the paraprofessional movement.*

28. Gartner, Alan; Riessman, Frank; Jackson, Vivian Carter. Paraprofessionals Today, Volume I Education. New York: Human Sciences Press, 1977.

    The major emphasis of this study is the use of paraprofessionals in public schools.*

29. Gibbons, Joyce M. Comparison of the Effectiveness of Paraprofessional and Teacher in Carrying Out a Prescribed Program in the Teaching of Reading to Moderately Retarded Students. Masters Thesis, Central Washington State University, July, 1977.

    This study was conducted with only one teacher, one paraprofessional, and a limited number of students.*

30. Godwin, Douglas C. "The Bilingual Teacher Aide: Classroom Asset." Elementary School Journal. 77(4):265-267, 1977.

    The classroom assets and role of the bilingual teacher aide are discussed. Five basic functions intrinsic to the work of the bilingual paraprofessional are considered: informer, supporter, model, supervisor, and advocate. The roles are suggested as being useful for providing a starting point for school districts interested in establishing criteria for screening applicants for positions as bilingual teacher aides or for training and evaluating employed bilingual personnel. The roles described were established at Title I and Head Start workshops involving Mexican-American staff and bilingual, bicultural children in Phoenix, Arizona. 9 references.

31. _____. "Gold Award: a Community-Oriented Center for Severely and Profoundly Retarded Children -- Elisabeth Ludeman Center, Park Forest, Illinois." Hospital and Community Psychiatry. 26(10):667-670, 1975.

A 3-year-old program is described which provides residential services for severely and profoundly retarded children that give the residents a high level of interaction with direct care staff members and with the community. At the Elisabeth Ludeman Center, children live in groups of eight or fewer in four bedroom homes served by neighborhood centers. In various community oriented programs, high school students are trained for jobs as part-time technicians, Ludeman residents are placed half days in a community development center, part-time services are provided at Ludeman for clients of other agencies, and community members come to the center as volunteer instructors or as users of Ludeman facilities. A key part of the center's program is an audiovisual service used extensively for inservice training and staff communication. (Journal abstract).

32. Goleman, Daniel. "Breakthrough in Diagnosis: a New Computer Test of the Brain." Psychology Today. 9(12):44-48, 1976.

The Quantitative Electrophysiological Battery (QB), a test of brain functions, is described. Based on data from electrodes attached to the S, the computerized QB extracts a detailed profile of brain functions. The QB is quick, sensitive, accurate, and requires the services of only one trained technician. Applications of the QB in distinguishing autism, epilepsy and hyperactivity are discussed. The QB gathers its information through the brain as the person confronts a specially designed series of changes in his environment presented by the computer. The potential of a QB based biofeedback machine in treating brain-damaged children and stroke victims is considered. It is concluded that the QB represents a major breakthrough in brain diagnosis with immense potential.

33. Gray, Burl B.; Barker, Kenneth. "Use of Aides in an Articulation Therapy Program." Exceptional Children. 43(8):534-536, 1977.

To investigate whether paraprofessional aides can reliably and effectively provide direct speech and hearing services to children, and to measure the clinical impact on children of treatment provided by trained aides, 84 public school children identified as needing articulation therapy were assigned to aides and clinicians trained in the use of the Monterey Articulation program. Clinicians acted as supervisors to the aides and administered and interpreted all diagnostic tests. The change in accuracy between the program pretest and posttest served as a measure of clinical impact. The findings indicate that, in a carefully defined situation, aides can work in portions of articulation training with efficiency and clinical impact that is essentially equivalent to that of clinicians. 5 references.

34. Greenman, James. "Day Care in the Schools?" Young Children. 33(5):4-12, 1978.
This article discusses the current controversy regarding the AFT movement to put day care in the public schools. The role of the paraprofessional is discussed.*

35. Greenspan, Stanley I.; Nover, Robert A.; Brunt, C. Hal. "The Child Psychiatrist and Day Care: Theoretical and Clinical Aspects of Consultation." Journal of the American Academy of Child Psychiatry. 15(1):108-130, 1976.
The attributes and skills that child psychiatry consultants to daycare facilities need and the types of contributions they make are discussed, and three childcare settings (infant daycare, family daycare, and center based group daycare) are examined to illustrate the function of the psychiatrist. It is the function of the child psychiatry consultant to assess the child's physical, social, intellectual, and emotional state as well as his family setting in order that he may contribute positively to the child's development both in the early childcare setting and in his own family. Well organized settings, well trained staff, and adequate services are only a few of the necessary ingredients for an early childcare program to operate optimally. The child psychiatrist has a unique opportunity both to participate in and to contribute to the development of early childcare services. He also has an obligation to be sure that the services offered match the needs of the child and his family. 22 references.

36. Grosser, Charles; Henry, William B.; Kelly, James G. Nonprofessionals in the Human Services. Jossey-Bass Inc., 1969.
This book provides an examination of the roles filled by paraprofessionals and nonprofessionals.*

37. Grotberg, Edith H. Day Care: Resources for Decisions. Washington D.C.: Office of Economic Opportunity, HEW 1971.
This collection of articles examines the organizational structures of day care programs and the problems involved in decision making.*

38. Gudridge, Beatrice M. Paraprofessionals in the Schools. Wash D.C.: National School Public Relations Association, 1972.
This publication focuses on the history and present use of paraprofessionals in the public schools.*

39. Hasse, Frederick William. A Survey of Washington State's Elementary Schools on the Utilization of Full-Time Teacher Aides. Masters Thesis, Central Washington State University, August, 1969.
The purpose of this study was to determine how elementary schools utilize their aides. Seventy-five elementary schools were examined.*

40. Hixon, L.B. "The Changing Role of the Salaried Paraprofessional." U.S. Educational Resources Information Center, ERIC Document ED081 091 and EA 006 818-819

This 1971 study of paraprofessional in New York schools indicates that paraprofessionals are becoming more involved in professional (teaching) duties while teachers are becoming more involved in routine tasks.*

41. Hoffman, Alan M. "Paraprofessional Effectiveness." Personnel and Guidance Journal. 54(10):494-497, 1976.

To determine the efficacy of paraprofessional counselor training programs and the actual effectiveness of these paraprofessionals in a variety of work settings, an extensive review of relevant literature was accomplished, and the evaluation is presented. The following conclusions and recommendations are given: 1) training, including 20-40 hours empathy training and behavior modification, can increase the effectiveness of paraprofessionals; 2) parents of behavioral problem children can be given training in empathic listening, genuineness, and nondirective play, as well as in reinforcing healthy child behavior; 3) elementary and secondary schools should explore the use of parents and retired people in the community; 4) paraprofessionals should be used more extensively by counseling and guidance personnel in reading and study skills, academic counseling, vocational exploration, and to a limited extent in group counseling; 5) mental health units should increase contacts with community resources for volunteers interested in growth producing activities; 6) extreme care should be used in selection of paraprofessionals; 7) research should accompany any innnovative paraprofessional program, and the results should be communicated to other professionals; and 8) a more concerted effort on the part of professionals should be made in training and using paraprofessionals effectively. 55 references.

42. Huebner, Robert. "Planning and Assessing Accomplishment in Home-Based Intervention Programs." Child Welfare. 55(10):691-702, 1976.

The development and description of an instrument used by aides of the Family Aid Program of the Regional Educational Service Agency of Western Maryland to plan activities and to assess the impact of their home visits, as well as a description of its impact on the Family Aid Program activities, are presented. The instrument encompasses the four major areas of food and nutrition, child development, consumer education, and community resources, and guides the planning of the aides, and makes possible a relatively quick and easy assessment of progress in the families serviced by the aides. The first part of the instrument lists the major objectives of the program in each of the four areas, in the order that seems appropriate for working on them with families. The second part consists of specific steps or intermediary objectives, under each of the major objectives, representing in sequential order the smaller steps through which a family must move to accomplish the main objective.

43. Hulbert, C.M.; Wolstenholme, F.; Kolvin, Israel. "A Teacher-Aide Programme in Action." Special Education -- Forward Trends (London). 4(1):27-31, 1977.

A continuation of a study describing the teacher aide program recently piloted in six schools in Newcastle upon Tyne, England, is presented based on followup assessments made as a basis for an evaluatory account to be presented in the future. Aspects of intervention centered on: a nurturing component; a behavior shaping component; a careful selection of program aides; screening by a selection panel; training of the teacher aides; and teacher and parental involvement in the program. Some practical problems occurring during implementation of program included: 1) divided authority and dual loyalties; 2) communication problems; 3) teacher volunteers versus teacher recruits; and 4) differences in experience, attitude and style. Initial research indicates that in order to ensure that any changes in the children's functioning are not transient in nature, a long-term evaluation is essential. 25 references.

44. Japan League for the Mentally Retarded. "Current Conditions in Asia." In: Japan League for the Mentally Retarded. Tokyo, Japan League for the Mentally Retarded, 1975 (p. 20-48).

At the 1st Asian Conference on Mental Retardation, Manila, November 1973, a questionnaire on the current status of mental retardation was distributed. Respondents summarized conditions in their countries relative to the resondents' report topic. These replies are presented in a tabular form. Topics include: the history and present status of education for the retarded in Asia; educational opportunities in Asia; home and school coordination in Asia; religious and moral training of the retarded in Asia; the right to employment and productive living, conditions for vocational success in Asia; role of the social worker and homemaker in Asia; the role of government in the management of mental retardation in Asia; role of the psychiatrist and psychological services in Asia; general medical preventive and research aspects in Asia; problems of psychological and psychiatric evaluation; the role of paramedical disciplines, especially occupational and physical therapy, in Asia; teacher qualifications and the use of aides; training and orientation of allied disciplines, especially medical and paramedical disciplines, teachers of regular normal children, and regular nurses and community organization.

45. Jason, Leonard; Carter, B. "Paraprofessionals Providing Behavioural Techniques to Families of Disadvantaged Toddlers." Slow Learning Child (Brisbane). 22(3):153-158, 1975.

A preventive behavioural program for disadvantaged toddlers evidencing early developmental lag which used trained paraprofessionals to involve family members and to evaluate changes in children's functioning and alterations in parent-child interactional patterns is described. Salient parent-child dimensions investigated were the frequency with which parents talked to children, the extent to which parents became involved in program lessons, and the percentage of time children followed parental requests. Such a program provided

parents with abilities and skills to support and encourage the positive development of their children. Over the course of the intervention, mothers became increasingly more involved in lessons and children tended to follow more of their requests. Mothers increasingly assumed teaching responsibilities for their children and became more effective teachers. They also tended to communicate more with the children. Paraprofessional teachers reported that as the program progressed, parents began using more positive, as opposed to aversive, ways of motivating children to follow their requests. Results suggest the need for more such programs and also demonstrate the effectiveness of behavioral methodology in identifying and changing interactional patterns impairing development and supporting those that facilitate development. 19 references.

46. Jelinck, Janice A.; and others. Project TAPP: Technical Assistance to Preschool Programs. Communication Aide Handbook. Wyoming University, Laramie, 1973.

Designed for communication aides working under the direction of speech pathologists in Head Start and preschool centers in public schools, the handbook provides information on normal child development as well as speech, hearing, and language problems. Reviewed in the section on normal development are speech, phonemic, receptive language, expressive language, social, and motor development. Administrative procedures involving the paraprofessionals are explained to include screening, scheduling, and recording pupil performance. A final section examines the application of behavioral principles. Among seven appendixes are lists of bilingual testing materials and articulation test. (CL)

47. Kagan, Marion G. "Programs for Young Children in Hawaii: an Overview." Educational Perspectives. 15(3):9-15, 1976.

The major types of childcare programs presently available to preschool children and their families in Hawaii are surveyed briefly. Approximately 90% of childcare services available to children aged 0 to 5 are provided by the private sector, and range from informal family daycare networks to expensive private schools encompassing a variety of educational philosophies. The public sector supports four Head Start programs and uses Title XX funds to provide daycare for 1200 children from welfare families and from the working poor. Programs for children with special needs include those which serve infants who are handicapped or developmentally delayed, and programs for children up to the age of 8 who are mentally retarded, physically impaired, neurologically impaired, emotionally handicapped, speech impaired, deaf, or blind. While all the involved state agencies are agreed to the need for increased and improved services, these are likely to remain in the planning stage indefinitely due to the fact that no immediate increases in funding are foreseen.

48. Kaufman, Mabel. "A Prototype for a One Week Training Institute for Teachers and Auxiliary Staff." Journal of Teacher Education. 23(2):189-193, Summer 1972.
This article focuses on traditional classroom roles of teachers and aides and proposes a training model for successful teacher/staff relations.*

49. Keyserling, Mary D. "Our Children Are Our Future: Early Childhood Development and the Need for Services," American Journal of Orthopsychiatry, U.S. Dept. of Health, Education, & Welfare, FIDCR, 1968 XLIIII, 210.
Ms. Keyserling examines the current status of early childhood programs and urges the development of innovative solutions in service delivery.*

50. Keyserling, Mary D. Windows on Day Care, National Council of Jewish Women, New York, NY, 1972.
A report based on the findings of the National Council of Jewish Women on Day Care Needs and Services in their communities, this study contains a statement of needs and recommendations in day care provision.*

51. Klein, William. "Evaluation and Child Care Training Programs." Child Care Quarterly. 4(4):258-259, 1975.
The increasing need for program evaluation in the childcare training field is discussed, and technical pitfalls in evaluation are suggested. Problematic models and vague generalizations about program goals lead to unproductive studies. Little can be said about the differential effectiveness of programs on different types of children. This may stem from the feeling that commitment to childcare is completely antithetical to the application of new research findings in direct childcare. Commitment is discussed in terms of goal setting and assessment of program impact. The critical question is the impact of programs not simply on the trainees but on the client populations served by them. It is recommended that the training process be viewed as a medium for disseminating the best information available as well as a means of generating and testing new knowledge.

52. Knipping, Paul A.; Chandler, Lynne. "A Classroom Comparison of Behavioral Modification Techniques." Journal of School Health. 45(1):33-36, 1975.
Self-improvement and positive attitude change experienced by highschool Ss receiving Rational Self Counseling and Transactional Analysis within a classroom environment, are analyzed. Treatment techniques and attitude measures are described. It is concluded that given appropriate teaching materials, nonprofessionals in mental health can be successful in affecting attitudinal changes among secondary students within a classroom environment. A highly structured academic environment is most amenable to behavioral change. The Ss exhibited more favorable interaction with others, and experienced higher levels of self-fulfillment than they had at pretreatment. 24 references.

53. Krueger, Mark A. "The 'Program Day' as School Day in Residential Treatment." Child Welfare. 56(4):271-278, 1977.

The implementation of an educational program which utilizes child mental health specialists for the provision of high interest motivating activities as part of regular academic classroom instruction in a residential treatment facility for emotionally disturbed children is described. High interest activities such as art therapy, woodworking, perceptual motor activities, and vocational skills are alternated with required subjects such as mathematics and science. Special activities taught by trained specialists working with small groups of children classes according to need, provide motivation and interest while also reinforcing and providing additional skill to subjects taught by academic instructors. Training of childcare workers includes specialized university coursework, inservice seminars and a resident internship. A procedure for converting to the "program day" is also presented. 3 references.

54. Kurtz, P. David. "Feasibility of University Training for Child Development Paraprofessionals." Child Care Quarterly. 4(1):18-26, 1975.

The educational needs, learning history, and lifestyle of most childcare personnel are discussed in the context of traditional college practice, and substantial differences from those of the traditional student population served by universities and colleges are cited. To accommodate this typical student group, changes in existing administrative and academic procedures are required. These include: 1) alteration of curriculum sequence, 2) alteration of course structure, 3) alteration of educational goals, and 4) alteration of learning environment. These modifications are discussed in terms of the recent movement toward competency based education and certification models for paraprofessionals, such as the child development associate concept. 6 references.

55. Lally, J. Ronald; and others. "Training Paraprofessionals for Work with Infants and Toddlers." Young Children. 28(3):173-182, February 1973.

Lally cites the "spinoff" value to the community in the training of paraprofessionals and urges a career ladder.*

56. Lambert, Nadine M. "Methodological Considerations in the Evaluation of Differential Components of Supplementary Education Programs." Journal of School Psychology. 14(3):171-185, 1976.

A method of analyzing the relative contribution of each of three program components (a reading teacher component, a mathematics teacher component, and a teacher aide component) to end of grade achievement in an evaluation study of a cooperative supplementary education program carried out in 14 school districts is demonstrated. The multiple option supplementary education program was evaluated by the application of multiple regression analysis as a general data analytic system. One analysis reports the relative merits of supplementary education components when more than one type of program was operated by the same school system and when the criteria for evaluation were end of year achievement tests. A

second evaluation demonstrates that an analysis of program input variables such as aide time allocation did produce significant improvement in achievement when an analysis of the differential effect of the input variables was considered. An incidental outcome of this study was that significant improvement in reading and mathematics achievement for children in supplementary education programs was more likely to occur with second grade and third grade pupils than with those at later grade levels. 2 references. (Author abstract modified).

57. Levine, Bonny Gale. Attitudes of Head Start Teachers and Aides Toward Handicapped Children. (Ph.D. Dissertation). No. 76-22108. Dissertation Abstracts International.

Attitudes of full year Headstart classroom teachers and aides toward five categories of children (mentally retarded, emotionally disturbed, blind, deaf, and normal) were compared, and differences between teachers and aides and the effects of experience and training with handicapped children were investigated. The semantic differential was used to measure attitudes in 20 Head Start centers in 6 states involving 264 teachers and 236 aids. Findings supported the hypothesized greater positive evaluation of normal children as compared to handicapped children. Contrary to hypotheses, mentally retarded children and emotionally disturbed children were least favorably evaluated. Overall preference ranking of disabilities in descending order of favorability for both teachers and aides was: normal, blind and deaf equivalent, emotionally disturbed, and mentally retarted. Teachers evaluated all categories more positively than aides. Teachers and aides with experience did not differ in attitudes from inexperienced teachers and aides, and attitude scores were not affected by training. (Journal abstract modified).

58. Lewis, Melvin. "A Model for a Graduate Education Program in Child Psychiatry." Journal of the American Academy of Child Psychiatry. 14(2):216-227, 1975.

A model for a special graduate education program for fellows in child psychiatry is presented. The proposed prototype for this model defines goals and curriculum in areas of diagnosis, normal development, psychopathology, treatment, applications, and research. A special feature is its emphasis on scholarly work and research, with provision for clinical experience and research. While it is conceded that realities of funding, demands for service, and the need to educate medical students, paraprofessionals, and others may make the proposed model untenable, it is suggested that solutions to specific problems be tailored from a critique and development of this prototype. 4 references.

59. Lorion, Raymond P.; Cowen, Emory L. "Comparison of Two Outcome Groups in a School-Based Mental Health Project." American Journal of Community Psychology. 4(1):65-73, 1976.

Two samples of school maladjusted children responding most and least favorably to a helping program with nonprofessional aides were compared on demographic, referral, and program experience variables.

Outcome measures other than teacher ratings used to select the samples validated the inferred improvement differences. Subjects with poor outcomes were significantly more likely to reside in the city, be older, come from lower socioeconomic backgrounds, and to be initially more maladjusted than those with good outcomes; there were no group differences in sex, repeat in grade, or program experience variables. Implications of these data for future program directions and modifications of aide training procedures are discussed. 15 references. (Author abstract).

60. Malone, Charles A. "The Impact of Community Mental Health Centers on Child Psychiatry Training." Journal of the American Academy of Child Psychiatry. 14(1):32-48, 1975.

The general qualities which characterize successful training in child psychiatry in a community mental health center (CMHC) are examined, certain advantages are described which training in a center provides, and factors often related to ineffective center training are discussed. Comparison of ineffectual center training with optimal training in a CMHC brings out the fact that the factors which create serious, often insurmountable, problems in some centers can be identical to those which contribute to the success of others. Each center is confronted with a similar set of clinical tasks which requires: 1) institutional, administrative, community, and leadership commitment to the goals of the CMHC movement; 2) support from the institutional (e.g., university department of psychiatry) reward systems; 3) sufficient experienced staff to provide services, without relying heavily on inexperienced personnel; 4) faculty directly involved in services; 5) balanced professional/paraprofessional teams; 6) all training taking place in the service context, and being interdisciplinary; 7) community participation in a partnership of balanced control and power; and 8) professional - community governmental accountability for the expenditure of public funds. 7 references.

61. Masterman, Leslie John. Effects of Modeling on Self-Referent Talk of Mexican-American Girls with Culturally Similar and Dissimilar Counselors. (Ph.D. Dissertation) No. 76-3766. Dissertation Abstracts International.

The effects of modeling presented in the form of a videotaped counseling session with culturally similar and dissimilar counselors on self-referent talk of sixth grade Mexican-American girls were assessed. Following a literature review on the use of modeling or imitative learning, counselee preference of counselor, and use and training of paraprofessionals in counseling, data are presented from audiotaped counseling interviews involving the girls and trained female Mexican-American and Anglo teacher aides. Three factors significantly increased girls' production of self-referent, self-referent to feeling, and self-referent to present tense feeling statements: 1) use of a modeling videotape; 2) use of culturally similar counselors; and 3) counselor differences other than cultural similarity or dissimiliarity. (Journal abstract modified).

62. Maurer, Stephan Richard. First Impressions of Normal and Emotionally Disturbed Children. (Ph.D. Dissertation). No. 76-13164. Dissertation Abstracts International.

The accuracy of judgments made by professional mental health workers and nonprofessionals in identifying the condition of normality or emotional disturbance in junior high school children was assessed. Judges were psychologists, teachers, parents, and peers and viewed videotaped stimulus events and independently rated each child on perceived normality/abnormality. Results indicated that all groups of judges identified the disturbed children at the .01 level of significance, with relative order of accuracy being: professionals, teachers, and parents and peers at the same level. Group bias was apparent in that psychologists tended to rate all children more negatively than did other judges; female judges tended to rate more positively than did the males; and the parents tended to rate the sample of children more positively than the other groups. Although the psychologists were most accurate in identifying the disturbed children, the results demonstrated that first impression judgments enabled all groups of judges, regardless of age, sex, education or employment, to discriminate the normal from the disturbed children at levels significantly better than chance. Evidence suggests the nonprofessionally trained person can play an important role in the mental health delivery system. (Journal abstract).

63. McClellan, Keith. Day Care Cost Analysis: A Manual of Instructions. Washington D.C.: Office of Child Development, HEW, 1971.

This publication deals with strategies for cost analysis reporting systems, reporting income and expenses, liabilities, depreciation, amortization, units of service, and cost ratios. Examples are given of work sheets, inventory forms, and schedules of various types.*

64. McGowan, Brenda G. "The Case Advocacy Function in Child Welfare Practice." Child Welfare. Vol. LVII, Number 5, May 1978. p. 275-284.

65. Meyers, Stanley. "Child Advocacy and Training Child Care Specialists." Child Care Quarterly. 4(4):260-261, 1975.

Issues relating to child advocacy and training and advocacy and the structure of care are discussed. Training to increase awareness of advocacy entails sensitizing child care specialists to be aware of their own personal fallibility, teaching workers to get along with people with whom they work, and recognizing that some workers may not be able to successfully relate to some children. Areas of concern to child advocates include: 1) inclusion of all children in developmental programs; 2) implementation of more flexible work schedules to better meet the needs of families and children; and 3) the dilemma of advocating deinstitutionalization in spite of threats to job security.

66. Metz, Richard J.; Allen, Constance M.; Barr, George; Shinefield, Henry. "A Pediatric Screening Examination for Psychosocial Problems." Pediatrics. 58(4):595-606, 1976.

In an effort to avert the cumulative effects of unresolved emotional problems on children's social and school adjustment, a psychosocial phase was added to a pediatric multiphasic examination. Based on a cumulative stress concept, the screening procedures include child behavior and family stress questionnaires for parents, and abbreviated standard psychological tests for children, administered by specially trained aides. Computerized results were reported to the child's pediatrician. Followup by mental health counselors attached to the pediatric clinic was provided for patients identified as being at high-risk of serious psychosocial problems. Evidence of validity of the screen, factors affecting the scores, and effectiveness of clinical followup of high-risk patients are discussed. Valid semicomputerized screening of school age children for serious psychosocial problems can be carried out routinely and at relatively low cost by paraprofessionals in a pediatric setting. Impediments to effective use of the screening results on the part of both health care provider and patient are discussed. 38 references. (Journal abstract).

67. Murphy, Stephanie. "Help for the Under Three's." Innovations. 2(3):14, 1975.

A program for noncategorically handicapped children under the age of three in rural Illinois is described. Project HELP (Help Ease Learning Problems) is available gratis to all children in DeKalb County whose parents request evaluation of their child's motor, social, verbal, or mental development. If the staff diagnostician determines that the project services can help the child, a trained paraprofessional is assigned to the child to plan activities and train parents. Professional guidance for the paraprofessionals and parents is provided continuously. The project has been adjudged successful in operation.

68. Nectoux, Joseph J. An Investigation of Perceptions Held by Elementary School Principals, Teachers, and Teacher Aides of Collier County, Florida, Toward Elementary School-Aged Migrant Children of Mexican-American Heritage. (Ed. D. Dissertation). No. 76-4454. Dissertation Abstracts International.

Perceptions of Florida elementary principals, teachers, and teacher aides toward children of migrant Mexican-American farm workers were studied via questionnaire to test 11 null hypotheses. Data indicate a few significant differences among the educators in their perceptions. No differences existed among groups as a function of number of years of teaching experience, but there were differences between Florida natives and nonnatives, as well as between Blacks and Whites. No significant differences occurred between Anglos and Latins, between males and females, or between different age groups. Respondents generally held positive perceptions of the migrant child and his homelife. Differences are attributed to the training received for the present job classification (university training in elementary education and

administration courses for principals and teacher groups and training received from county for aides), environmental areas in which respondents were raised, and cultural heritage. (Journal abstract modified).

69. _____. The New York City School Volunteer Programs. New York City Board of Education, Brooklyn, N.Y.

The background and services of the New York City School Volunteer Program, which serves as a model for similar programs established in other parts of the country and abroad, are described. The volunteers serve on all grade levels, K-12, mainly in the areas of reading improvement and English as a second language. Assigned only to those schools whose principals and teachers request their services, the volunteers are an auxiliary, supplementary resource. Areas of the program described include history and philosophy, administration, financing, recruitment, screening, training, supervisions, liability insurance, the reading help program, the English as a second language program, and the early childhood program. A listing of materials produced through the program is included.

70. Obbard, Judith; Pavia, Louise. "Characteristics of Child Development and Child Care Training Programs: a Report of a Survey." Child Care Quarterly. 4(4):244-248, 1975.

Characteristics of child development and child care training programs are reported on the basis of responses from 43 schools to a survey on various aspects of their academic training programs. Results indicate a variety of programs directed to trainees and students at different levels of the educational professional process. These include programs terminating with certificates, associate degrees, bachelor's degrees, master's degrees and doctoral degrees. The variety of academic units containing child development curricula and courses indicates that there is little administrative congruence in the organization of such offerings, and more interinstitutional consistency is needed in the structuring and describing of such programs. Deficiencies were identified in field training, including gaps in age groups and diagnostic categories. The need for departments to maintain contact with graduates for evaluative purposes is discussed. A number of respondents reported recent ongoing changes in curriculum or administration, but some reported an uncertainty about directions. (Author abstract modified).

71. _____. "Parents Centres Australia." Medical Journal of Australia (Gleve). 1(12):391-392, 1977.

A report on Parents Centres Australia, a self-help group which seeks to educate parents in childcare and childbirth, is presented. Activities of Parents Centres Australia (PCA) include distribution of information through classes, pamphlets, a newsletter, and a library service; counseling and group support for parents; and public agitation for family services reform in legislation. The association has called for improvement in baby health centers, wider

recognition of postpartum depression, and teaching of new techniques in childbirth. It is noted that PCA often works for causes which are in full accord with medical theory but not with practice.

72. Parfit, Jessie. "Child Guidance: Needs and Priorities." Health and Social Service Journal (London). 86(4473):120, 1976.
The undetermined future of the British Child Guidance Service is discussed and the need for a rethinking of priorities and new ways to meet needs is stressed. It is recommended that training, support, and counseling be provided for teachers, childcare staff, nurses, and parents who have the day to day care of handicapped, emotionally disturbed, and retarded children. The traditional pattern of ongoing, time consuming treatment of a few emotionally disturbed children, with its almost prodigal use of the individual time of highly skilled professionals, is criticized.

73. Peniston, Eugene G. "Symposium on Structured Teaching and Training: II -- An Individualized Prescriptive Teaching Programme for Institutionalized Retarded Children." British Journal of Mental Subnormality (Birmingham). 22(4):93-98, 1976.
An experimental prescriptive teaching program and its effectiveness in enhancing reading, arithmetic and linguistic developmental skills of institutionalized children in a large state training center for the mentally retarded was evaluated. Thirty five children participated in the experimental prescriptive teaching project. The education procedure was a prescriptive, precision teaching approach using positive reinforcement. Teaching emphasized three curriculum areas: reading, mathematical computations, and linguistic development. A teacher and teacher's aide were primarily responsible for teaching the child in the classroom setting. The classroom teacher provided technical assistance and a teaching model. Analysis of the data yielded significant gains (P less than .01) in reading, mathematical concepts and linguistic developmental skills. 20 references. (Journal abstract modified).

74. Peterman, Phylis Johnson. "Paraprofessional Social Workers in Day Care." Child Welfare. 56(8):519-525, 1977.
In response to the growing emphasis on social work services in daycare, the training of the paraprofessionals to carry out this work is encouraged. For the individual social service aide, a formal course work and inservice education should be an integral part of training. Course structure, course content, and the social worker's role in the daycare service are discussed. Social workers in child welfare should take an active role in establishing social work as an integral part of training and in setting standards for personnel and service delivery. It is suggested that the ideal of social work in daycare should be the integration of teaching, social work, and medicine. 7 references.

75. Peters, Ann Dehuff. "A Plan for the Health Care of Children." In: Auerbach, S., Child Care: a Comprehensive Guide. New York: Human Sciences, 1976. (p. 104-119).

A proposal is presented for health consultation teams as a means of providing health care to children in childcare centers who, because of their generally low socioeconomic levels, often suffer from health neglect. These teams also provide mental health care for the families of disadvantaged children and guidance for the parents who are often unprepared for the stresses of childrearing. It is contended that proposed plans to organize sick care centers for such children are an unworkable solution to the problem, and that the basic issue is one of education of service delivery personnel parents, and caregiving adults in the needs of these children and the source of services to meet these needs. Responsibilities of the teams in both an urban and rural setting include direct service to childcare centers and family daycare homes, development of training components for formal coursework in educational institutions, and development of public information materials. Key members of the teams include the physician, nurse, and health aides. 19 references.

76. Peters, Donald L.; McNichol, Margaret. The Training and Certification of Early Childhood Personnel. A Position Paper. Center for Human Services Development Report No. 13. Pennsylvania State University, University Park, College of Human Development. June, 1972.

This paper assesses the present state of training, licensing, and certification of early childhood personnel in Pennsylvania. Assessment is based on assumptions requiring conceptualization of (1) certification based on competency or performance, (2) education and training that includes both formal and informal experiences, and (3) planning and evaluation that is centered around the community as well as around an institution or agency. The analysis suggests a confusing and probably unjustifiable multiplicity or requirements and supervising agencies. The requirements were felt to provide insufficient flexibility for (1) vertical and horizontal mobility of personnel; (2) adaptation to a particular employment level, a particular clientele population, and the facility or institution of employment; (3) adaptation for individual differences in personnel; or (4) input from communities. Further, the paper indicates that existing personnel requirements were not based on performance criteria, employment success, or changing times. An alternative competency-based certification procedure is proposed. Guidelines are provided for determining appropriate and relevant competency sources and curricula domains for all levels of training and certification. The schematic framework for developing a total system is also included.

77. Plummer, Marshall P. Ramah Navajo School Social Services Program. Final Report, NIMH Grant MH-23538, 1976.

The establishment of school and community social services and counseling for the Ramah Navajo is described noting that the approach has been to identify the needs of Ramah Navajo youth and

then develop the resources to meet those needs. Needs assessment was accomplished through observation at school, historical study of the community, interviews with teachers and parents, and survey of students regarding reasons for absenteeism and perceptions of teacher and class quality. The resources provided include: 1) a community paraprofessional liaison between home and school to deal with chronic absenteeism; 2) the offering of a class in Individual Development to highschool students; 3) orientation of teaching staff to Ramah Navajo values and perspectives; 4) funding for adult education; and 5) conducting a parent involvement program.

78. Provence, Sally. "The Response to the Joint Commission Report." Psychiatric Annals. 5(6):69, 73-74, 77, 1975.

Since the publication of the report of the Joint Commission on Mental Health of Children, new programs both for very young children and for research aimed at evaluating these programs have increased. However, the growth of programs designated as mental health services for children and infants has not kept up with the demand in the past five years. The problems of developmental daycare, child abuse, the needs of unmarried mothers, perinatal care, and a concern for the coordination of all services for children and parents are the aspects of mental health that responses to the commission report emphasize. The report may have influenced mental health agencies to acknowledge the necessity of professional care within the home. Mental Health professionals should translate their knowledge into practice by nonprofessionals for this purpose, and thus training programs for child psychiatrists, social workers, and psychologists are crucial. The greatest need for the future is a commitment from mental health professionals to acknowledge that the earliest years of life are important enough to warrant a substantial share of their attention, energy, and participation.

79. Rabin, Albert I. Clinical Psychology: Issues of the Seventies. East Lansing, MI, Michigan State University Press, 1975.

Papers on clinical psychology in the seventies are presented which cover: the kind of clinical psychology that serves the "big machine" mode of psychiatry; classification; and a treatment of the "psychosocial interior" of the research setting. The following areas are also covered: the interface of psychology and the law; privilege and confidentiality; the use of paraprofessionals; the proper role of clinical psychologists; the use of various treatment modalities; effective approaches to training; clinical adolescent psychology; supervision; and the "process oriented movement therapists".

80. Reinhart and Evans. "Family Day Care: Early Identification of Children with Emotional Disorders." Child Welfare, February 1977.

A survey of day care mothers ascertained their main concerns about children under their care and their methods of handling problems. It also revealed that mothers have high interest in learning about the early identification of children with emotional disorders.*

81. Rahman, Habibur. "Rural Development and Social Services in Bangladesh." Community Development Journal (London). 12(1):36-42, 1977.

A history of rural development and rural social services in Bangladesh is given and recommendations are made to achieve successful implementation of such programs. A new model of rural development, known as the Comilla approach, was evolved to replace former programs which failed. It emphasizes the establishment of local institutions at the village and thana levels, a thana being the smallest unit of police and civil administration whose primary aim is rapid agricultural development. In rural areas the needs of children, women, half educated unemployed youths and landless laborers are not covered by the program and to rectify this deficiency, the government established a Rural Social Service Program in 1974. It hopes to help villagers develop their skills so that they can improve their socioeconomic conditions and includes functional education, vocational education, recreational programs and training in home management, childcare, nutrition and family planning. The organizational structure of the program and the role of the thana social welfare officer and the village social worker are explained. It is suggest that adult education should be given priority, that programs on cottage industry deserve more emphasis, that subscriptions and donations should be collected from villagers and that persons with rural backgrounds should be recruited and trained as village social workers. Other recommendations are offered and it is felt that if rural development programs are to be successful, a united, integrated and well coordinated effort of all nation building departments will be essential. 5 references.

82. Redl, Fritz. "Changes in Children Today: Anger in Adolescence and Mixed Symptomatology." Child Care Quarterly. 4(4):249-251, 1975.

Increased expression of anger in adolescence and mixed symptomatology in younger children are among the apparent changes in psychological characteristics of children observed in recent years which require the consideration of new training models for childcare workers. Implications for childcare personnel include training persons to recognize mixed diagnostic categories, to handle chidren with severe behavior problems associated with them, and to define and develop a knowledge of what else is necessary to reach these children. Emphasis is on sensitizing childcare workers against oversimplification in the management of behavior. The importance of allocation of sufficient resources for competent training of childcare workers is discussed.

83. Roberts, Martha C.; McDaid, Elizabeth. "A Training Program for New Paraprofessional Child-Care Workers." Public Welfare. 33(2):32-38, 1975.

Orientation and training of a new group of paraprofessional childcare workers, who serve as part of a team delivering family based childcare service are considered. The worker is present in one family's home for 2 full days a week, assisting in a wide range of family responsibilities and buttressed by professional casework services. The goal is to prevent long-term breakup of the family

unit. The dividends of the training, while not quantifiably measurable, are confirmed in the quality of work with multiproblem families. The training program described is applicable to child caring agencies, and it it also recommended for other agencies serving multiproblem families.

84. Ross, Marjoric Eller. A Manpower Study of Social and Human Service Paraprofessionals in Washington State. State Board for Community College Education, Olympia, Washington, May 1975.
This study was made to determine if there is a continuing demand for paraprofessionals in the social and human services. It examines job titles, employment status, salaries, and degree of job satisfaction. Ross used a scale similar to Dugger's to identify job groupings.*

85. Sale, June Solnit; Torres, Yolanda Ledon. "I'm Not Just a Babysitter". Children's Bureau, Office of Child Development, Department of Health, Education and Welfare, July, 1971.
This study of home day care providers by Pacific Oaks College is a descriptive report of the community family day care project in its first year of operation.*

86. Stein, Myron; Beyer, Evelyn; and Doris, Ronald. "Beyond Benevolence - The Mental Health Role of the Preschool Teacher." Young Children, July 1975.
This report covers a four-year project in which teachers under the supervision of psychiatrists have attempted to expand their roles to deal with the mental health problems of children.*

87. Stevens, George T.; Mueller, Carl. "A Child Care Career Ladder." Child Welfare. 55(5):319-327, 1976.
A childcare career ladder implemented at a children's home in Springfield, Ohio, is described, which emphasizes making the child-care position more attractive to young people, more competitive with education, and with more room for advancement. As another step toward professionalization of the childcare field, the program is suggested as a possible model for other agencies. The goals of the program include motivating potential candidates toward becoming professional childcare workers, toward middle management careers, and toward advanced positions requiring more education and experience. Trainees move through specific preparatory steps; the functions of each step and the required units of instruction for the various levels of expertise are outlined.

88. Stevens, Joseph H. "Parent Education Programs: What Determines Effectiveness." Young Children, May 1978.
Mr. Stevens describes a tool for the measurement of the effectiveness of parent educators. Mr. Stevens is critical of current methods of evaluation.*

89. Stevens, Joseph H, and King, Edith W. Administering Early Childhood Education Programs. Boston, Little Brown and Co., 1976.
This text provides a comprehensive review of relevant issues in administering effective programs for young children. Basic "how to's" have been omitted in favor of a discussion of larger questions.*

90. Swift, Joan. "Issues in Program Structure and Content." Child Care Quarterly. 4(4):251-254, 1975.
Major characteristics of childcare training are described, and issues in program structure and content are discussed. Aspects general to all childcare training relate to its overall objective, the teaching of appropriate affective and cognitive responses, and a value system based on belief in the innate worth of each individual. Current issues include the design of practicum or field work; differentiation of educational levels; problems in objective setting and evaluation posed by the new model of childcare education, competency based training; and tailoring all aspects of program design to characteristics, needs and potential for growth of the students to prepare them to meet the complex demands of childcare work.

91. Tarver, R.D. "Preventive Dentistry Program for Mentally Retarded and Handicapped Children." Alaska Medicine. 18(6):81-87, 1976.
A preventive dental program has been initiated for a group of approximately 60 mild to severely handicapped and mentally retarded children in the Anchorage, Alaska area. Most of the children seen are afflicted with mongolism, cerebral palsy, epilepsy, or some combination. The preventive program includes dental examinations, prophylaxis, topical fluoride applications, needed restorative treatment, weekly sodium fluoride mouthrinses, brushing instructions for the nurses and aides caring for the children, and the use of electric toothbrushes for patients with impaired muscular control. Dental problems can never be eliminated completely in these patients due to abnormal development of oral musculature, teeth, and tongue, possible molocclusion, and limited prophylactic practices, but the program established can raise the quality of dental care and make life more pleasant for the mentally handicapped child. (Author abstract modified).

92. Taylor, Helen L. (Sally) and Durr, Barbara M. "A Family Education Center at the Washington State Reformatory at Monroe." Edmonds Community College, Lynnwood, Washington, 1976.
This publication describes a program within a penal institution using residents as child care aides, and college instructors as advocates.*

93. Taylor, Helen L. (Sally) and Durr, Barbara M. "Preschool in Prison." Young Children. September 1977.
This publication describes the development of a child care program in the visiting area of a large penal institution.*

94. Teicher, Joseph D.; Sinay, Ruth D.; Stumphauzer, Jerome S. "Training Community-Based Paraprofessionals as Behavior Therapists with Families of Alcohol-Abusing Adolescents.: American Journal of Psychiatry. 133(7):847-850, 1976.

To combat the increase in chronic alcohol use among adolescents in a large metropolitan area, community based paraprofessionals were trained in behavior therapy and treated these adolescents and their families in the home. Preliminary evaluation of the program revealed encouraging results. This training supplied structure for the paraprofessionals' interventions with families and provided them with skills they are continuing to use in their community work. 26 references. (Author abstract).

95. _____. "Training Programs for Teachers of the Talented and Gifted Child -- the View from Myopia." Gifted Child Quarterly. 21(2)154-163, 1977.

Considerations in the field of special training for the education of the gifted and talented child, based on experiences at the San Fernando Valley summer workshop for teachers, counselors, and gifted children, are presented. It is suggested that a successful training program must include an integrated experience which involves demonstration and teaching in a milieu including children, parents, teachers, aides, and teacher and counselor trainees. Training must emphasize both the cognitive and affective development of staff and trainees, and the special guidance needs of the gifted child must be examined. It is suggested that the proper training environment can result in astonishing levels of creativity and accomplishment for all participants. Closing remarks by the director of the San Fernando Valley workshop, emphasizing the need for creative thrust and creative mastery in gifted education, are included. The relationship between socioeconomic status and the gifted child, and the relationship between cerebral dominance and holistic versus analytical understanding, are briefly discussed.

96. Toigo, Romolo. "Child Care Manpower Development: a Literature Review." Child Care Quarterly. 4(1):6-17, 1975.

A review of the literature on childcare manpower development has focused on: 1) identification of the social background characteristics of childcare workers; 2) the childcare role from the standpoint of initial training and practice norms; and 3) childcare practice within the context of an organization. Data indicate the childcare worker is youthful, highly mobile in an occupational sense, and of moderate education and limited experience. Social backgrounds and motivations for childcare work are diverse. Trends in the literature suggest the ongoing development of childcare as a professional specialty within the human services sector. 51 references.

97. Tsujimura, Yasuo. "Education of Severely and Multiple Handicapped Children." In: White Paper on the Mentally Retarded. Tokyo, Nippon Bunka Kagakusha, 1975. (p. 50-57).

Ways to improve Japan's special education for severely mentally retarded children and those who have multiple physical handicaps

accompanying their retardation are presented. Many problems are encountered in legal interpretations of the word severe when it comes time to provide appropriate schooling facilities. Various guidelines are suggested based on the circumstances surrounding each case, their mental development, and their actions so that an appropriate level of facility can be found for each. Their ability at speech, personal hygiene habits, and learning would be the determining factors. Personnel requirements advocate a specially trained technician to deal with the retarded as requisite for all such facilities.

98. United States Dept. of Health, Education, and Welfare. Federal Interagency Day Care Requirements, May 1968.
The requirements imposed on day care centers wishing to receive Title XX monies are explained in this publication. The use of para-professionals is included.*

99. United States. Creative Developments in the Training of Educational Personnel. Office of Education (DHEW), Washington, D.C. Bureau of Educational Personnel Development.
This collection of 44 program descriptions, compiled from reports solicited from directors throughout the nation, is intended as a reference source on a variety of alternative approaches to the training of various educational personnel. Each entry includes listing of collaborating agencies, director's address, and funding sources (most were at least partially funded through the U.S. Office of Education). Eight descriptions are in the "Basic Studies" category including programs for teachers of English as a second language, industrial arts, math and science, music, and social studies; several focus on disadvantaged groups. Nine are in the "Special Projects" category, several on special training techniques (e.g., Mobilabs, minicourse, team internship). Three report Teacher Corps programs for specific trainee groups. One of two descriptions fall into each of these categories: Early Childhood, Educational Administration, Trainers of Teacher Trainers, Special Education, Support Personnel, Teacher Improvement through Curriculum Development, Teacher Leadership Development, and Vocational and Technical Education. An index provides further breakdown into specific project focuses or approaches, e.g., differentiated staffing, urban and inner-city, community experience, sensitivity training, media.

100. VanderVan, Karen. "Child Care Training for a Changing World: Summary of Conference Proceedings and Signposts for the Future." Child Care Quarterly. 4(4):262-267, 1975.
Proceedings of a conference on childcare training for a changing world, held in Pittsburgh in 1974, are summarized, an implications for the future of childcare work are presented. Major areas of consensus indicate that: 1) persons with diverse interests and concerns within the total context of the childcare field are increasingly synthesizing their areas of interest in a general focus on overall needs of children; 2) the field must broaden its base of concern from specific programs factors to the entire political

context; 3) a variety of activities must be implemented to advance professionalization of childcare; 4) many commonalities exist among the areas of training and service in the field; and 5) the field must address itself to changes in the needs and characteristics of children and the kind of services they require.

101. VanderVan, Karen. "Proceedings of the 1974 Conference: Child Care Training for a Changing World." Child Care Quarterly. 4(4):241-244, 1975.

Background and structure of a national conference entitled "Child Care Training for a Changing World," held May 9 to 11, 1974, are described. The conference, which was sponsored by the Department of Child Development and Child Care of the University of Pittsburgh, was planned to examine key areas and issues involved in educating caregivers to meet the demands of rapid changes in both the nature of children's needs and in the services designed to meet them. A significant feature of the execution of the conference was the involvement of department students both in the planning and implementation of all aspects of the conference. Implications of this feature of the conference include: 1) giving students an opportunity to be involved with the adult context that influences the total structuring of childcare services; 2) demonstrating the potential for valuable contributions that students can make beyond the scope of the classroom; 3) providing an important informal mode of education; and 4) demonstrating to students that they can function in a variety of ways as contributing professionals. (Journal abstract modified).

102. Vandivier, Frances. "Selecting and Educating Future Child Care Professionals." Child Care Quarterly. 4(4):254-256, 1975.

Characteristics of students who participated in a training program for childcare workers over a 6 year period are described as a basis for student selection and program planning. The main characteristic of students entering the new program was diversity, with the degree of heterogeneity in the group positively related to increased potential for learning. In terms of age, the largest group of students were between 20 and 29 years of age. The two largest groups of students were Non-Whites with children and Whites with children, with their respective viewpoints differing on many levels. Degree of success of Non-White mothers as a group was practically equal to that of the young White students, in spite of educational, cultural and social differences. Data are discussed in terms of selection of trainees who would best be able to work toward the direct care of the child. Specific qualities identified with successful trainees were intelligence, the ability to learn and meet demands, and awareness of the impact of individual past experiences on the person as he perceives himself.

103. Van Vlack, Mary W.; Blatt, Ramon, C.; Barnes, Paul T. "Organizing Counseling and Coordination: A Model for Child-Care Services in Colorado." In: Auerbach, S., Child Care: A Comprehensive Guide. New York: Human Sciences, 1976. (p. 90-103).

A model for the systematic coordination and counseling in conjunction with the University of Colorado Medical Center is described which provides a data bank of available childcare arrangements, support and training, and other kinds of information for families. The process and services could be adapted in other communities that want to bridge the gap between consumers' needs and community responsiveness. At the heart of the model is the Child Care Counseling-Coordination Office (CCO). Experience in the program in serving nearly 100 families led to the following recommendations for those who wish to provide information and referral in the area of childcare and welfare: 1) developing a resource bank should receive highest priority before opening the service; 2) existing directories or lists of daycare resources and health and welfare agencies should be used initially; 3) efforts should concentrate on gathering accurate description of facilities rather than assessing program quality; 4) site visits and phone contacts provide the best information on settings; 5) information on resources should be organized for easy use and regular updating; 6) information on families should be obtained via the same method as for facilities, kinds of families; 7) the staff must be sensitive to unexpressed needs and respond in a meaningful manner; and 8) other component programs should be added as needed. 17 references.

104. Winett, Richard A.; Calkins, Debra; Douglas, Carter; Prus, Joseph. "The Role of Resource Linker in the Public Schools." Journal of Community Psychology. 3(1):85-87, 1975.

The role of the resource linker in the public school system is defined, and the experiences and accomplishments of one such worker are described. The position involves identifying problem areas, possible solutions, and the acquisition or development of resources to alleviate these problems. An instructional aide and tutoring program were developed, other manpower and material resources available in the community were brought into the school, and consultation services were provided to teachers by the resource linker in an attempt to alleviate academic and behavioral problems. It is felt that the success of the reported project demonstrates that it is feasible to enlist the resources of the community to bear on the problems of its school system. 12 references. (Author abstract modified).

105. Yen, S.; McIntire, R.W. Teaching Behavior Modification. Kalamazoo, MI, Behaviordelia, 1976.

A survey of ongoing behavior modification or behavior therapy curricula is presented, and the training of undergraduate and paraprofessional persons in behavioral analysis techniques is examined. Undergraduate applied behavior analysis laboratory courses, procedures for administering and teaching behaviorally oriented graduate courses, teaching behavior modification concepts or skills to

medical students and teachers, and a survey of parent training in behavior modification are described. The use of undergraduate students as therapists for mentally retarded and multiply handicapped children is discussed, and information about a clinic designed so that undergraduate and beginning students in behavior analysis are in a behavior exchange contract with their student advisors is presented. An undergraduate behavior therapy practicum designed as part of an advanced course in behavior modification is detailed, and the training of undergraduate students as peer counselors for improving the client's study skills is described. Issues related to teaching behavior modification at the community college level are examined, and a practicum course for training community college students in drug counseling is described. 1 reference.

APPENDIX A
COVER LETTER

EDMONDS COMMUNITY COLLEGE

20000 68th AVENUE WEST ◻ LYNNWOOD, WASHINGTON 98036 ◻ TELEPHONE (206) 775-4444

April 26, 1978

Dear Community College Graduate:

As coordinator of the Early Childhood Education Department at Edmonds Community College I am conducting a survey to identify needs in Early Childhood Education training.

The purpose of the study is to examine the tasks carried out by graduates of early childhood programs to determine whether they carry out or supervise what James G. Dugger in his book The New Professional called "Human Service Work Activities", and to determine if graudates carry out these activities and whether their training equipped them to do so.

Please take a few minutes of your time to complete the attached short survey. I will appreciate your prompt response as this data is urgently needed to complete my study.

Yours Sincerely,

Helen L. Sally Taylor

Helen L. Sally Taylor
Coordinator
Early Childhood Education

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APPENDIX B

QUESTIONNAIRE

# SURVEY OF HUMAN SERVICES WORK TASKS PERFORMED BY EARLY CHILDHOOD GRADUATES OF COMMUNITY COLLEGE PROGRAMS

1. If employed please enter your current job title: _____

2. Please write a brief job description.

3. How well do you think your previous early childhood education training prepared you to perform in your present position?

Well ___ Moderately well ___ Adequately ___ Poorly ___ Not at all ___

SURVEY (continued) page 2

4. In your present position do you informally or formally carry out or supervise any of the following tasks?

PLEASE CHECK IN BOXES BELOW

| | I DO THIS | I SUPERVISE OR DELEGATE | SOMEONE ELSE IS RESPONSIBLE FOR THIS | NO ONE DOES THIS | |
|---|---|---|---|---|---|
| A. OUTREACH<br>Do you visit homes to detect problems, help families to understand problems, and encourage them to seek help? | | | | | |
| B. BROKER<br>Do you assist in obtaining services for families in need? | | | | | |
| C. EVALUATOR<br>Do you evaluate problems of families? | | | | | |
| D. TEACHER<br>Do you present parent, family or consumer education information to families? | | | | | |
| E. BEHAVIOR CHANGER<br>Do you provide help that modifies maladaptive behavior in children or adults? | | | | | |
| F. MOBILIZER<br>Do you assist in the development or promotion of neighborhood resources or programs to meet family needs? | | | | | |
| G. CONSULTANT OR REPRESENTATIVE<br>Do you work with agencies, institutions, or other professionals? (Such as NAEYC, WAEYC, DSHS, Public Schools, Day Care Association, etc.) | | | | | |
| H. COMMUNITY PLANNER<br>Do you participate in local planning of community programs? (attend hearings, provide data, write letters, serve on advisory boards, etc.) | | | | | |
| I. DATA MANAGER<br>Do you keep records and gather and evaluate statistical data? (such as: observations, enrollments, health histories, attendance, etc.) | | | | | |
| J. ADMINISTRATOR<br>Do you administrate, direct, or supervise a program, or carry out administrative duties? (such as: supervise staff, prepare budgets, keep accounts, prepare schedules). | | | | | |
| K. ENABLER<br>Do you provide a variety of direct services to families (for example, counseling, financial aid, nutrition, medical screening). | | | | | |

5. How well do you think that your community college early childhood education training prepared you to perform the following tasks?

| | VERY WELL | MODERATELY WELL | ADEQUATELY | POORLY | NOT AT ALL |
|---|---|---|---|---|---|
| A. OUTREACH<br>Visiting homes to detect problems, help families to understand problems and encourage them to seek help? | | | | | |
| B. BROKER<br>Assisting families in obtaining services. Pleading family cases so that they may obtain needed goods or services? | | | | | |
| C. EVALUATION<br>Evaluating problems of families? | | | | | |
| D. TEACHING<br>Presenting parent, family, or consumer education information to families? | | | | | |
| E. BEHAVIOR CHANGING<br>Providing help to modify maladaptive behaviors in children or adults? | | | | | |
| F. MOBLIZING<br>Assisting in the development or promotion of neighborhood resources or programs to meet family needs? | | | | | |
| G. CONSULTING OR REPRESENTING<br>Working with agencies or other professionals? | | | | | |
| H. COMMUNITY PLANNING<br>Participating in local planning of community programs? | | | | | |
| I. DATA MANAGEMENT<br>Keeping records, gathering and evaluating statistical data? | | | | | |
| J. ADMINISTRATION<br>Directing, supervising, or carrying out administrative duties? | | | | | |
| K. ENABLING<br>Providing direct services to families? | | | | | |

6. Do you carry out or supervise other tasks which are human service oriented, rather than child/classroom oriented?

YES _____

PLEASE LIST:

NO _____

7. Do you believe that increased social service training would be beneficial to early childhood education students?

YES _____

PLEASE EXPLAIN:

NO _____

THANK YOU

# EDMONDS COMMUNITY COLLEGE

20000 68th AVENUE WEST ◘ LYNNWOOD, WASHINGTON 98036 ◘ TELEPHONE (206) 775-4444

February 28, 1978

Dear

I am requesting your help. I plan to evaluate the need for the inclusion of counseling, referral and advocacy skills in the curriculum for Early Childhood Education students. I would like to survey 1976 Early Childhood Education graduates to see whether they carry out certain social work tasks. Could you help me by supplying names and addresses of your 1976 graduates?

My thesis must be completed by May 25 so I would truly appreciate a prompt response so that I can mail the surverys.

Thanks for your help.

Yours Sincerely,

Sally Taylor

Sally Taylor
Instructional Unit Coordinator
Early Childhood Education

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APPENDIX D
REMINDER

WE ARE UNDER THE GUN!
PLEASE COMPLETE THE ATTACHED
QUESTIONNAIRE AND RETURN TO ME
AS SOON AS POSSIBLE!

HELP!

THANK YOU!

APPENDIX E
COURSE OUTLINE
SOCIAL WORKERS IN DAY CARE

*RUTGERS - THE STATE UNIVERSITY
Social Welfare/Social Work
360 High Street-724 Hill Hall
Newark, New Jersey 07102

March 30, 1978

Ms. Helen L. Sally Taylor
Early Childhood Education Program
Edmonds Community College
20000 68th Avenue West
Lynnwood, Washington 98036

Dear Ms. Taylor:

Please forgive my delay in responding to your request for information re: "Social Workers in Day Care."

I have enclosed a reprint of the article as well as a copy of the course outline. The bibliography attached was mainly for the students to have a resource reference. There are now more current readings that are available. The text that I used for the course was:

An Approach to Human Services
Ruth Boyer, Canfield Press/Harper-Row, 1975

I found this text to be easy reading as well as theoretically sound. It also contained illustrative material. Student participation in terms of role play, case presentations, recording exercises were also frequently used in the class.

Best of luck in your endeavors. If you wish any more information or feel I can be of further help, please do not hesitate to contact me. I promise to be more prompt in my response.

I would appreciate being kept abreast of your progress and would be interested in what form your thesis finally takes.

Sincerely,

Phylis J. Peterman, ACSW

PJP:lg
encls.

KEAN COLLEGE OF NEW JERSEY
UNION, NEW JERSEY

Introduction to Social Work Practice

for Social Work Aides in

Early Childhood Settings

| | |
|---|---|
| Course Number: | EC 1220 |
| Semester Hours: | Three |
| Prerequisites: | None |
| Limitations on enrollment: | Thirty |

Required, elective, or general education option: Elective

Catalogue Description:

A training program for social work aides presently working in early childhood settings.

KEAN COLLEGE OF NEW JERSEY
UNION, NEW JERSEY

Introduction to Social Work Practice
for Social Work Aides in
Early Childhood Settings

I. Course Objectives

The student will:

A. Become familiar with the nature of social systems in the community, the family, and the early childhood center.

B. Know specific methods of working successfully with the family, community and early childhood center.

C. Acquire a working knowledge of the nature and sequence of early childhood development.

D. Understand the varying developmental needs of other family members and the impact of these needs on the developing pre-school child.

E. Gain understanding of the helping process as it involves using self as an instrument in relation to others.

II. Course Content:

A. Social systems as a network of interrelated and dynamic segments.

1. The family as a social system.

2. The community as a social system.

3. The early childhood center as a social system.

4. Varying cultural bases of social systems.

B. Methods of forming alliances with other persons and agencies to further the growth of the child and the family.

1. Communication processes as they relate to staff, clients, and community colleagues.

a. Consultation with classroom teachers.

b. Counseling with parents individually and in groups.

c. Consultation of home/school relationships.

2. Development of home/school relationships .

3. Methods of child advocacy.

4. Referral methods to community agencies and services.

C. Child development: Pre-natal through 5.

1. Cognitive development.

2. Socio-emotional development.

3. Physical development.

4. Interrelated nature of the developmental processes.

5. Relationship of environment to development.

6. Methods of observing human behavior objectively.

a. Directed observations.

b. Undirected observations.

D. Developmental needs of family members.

1. Adults.

a. Separation from parents.

b. Becoming a partner in relationship with others.

c. Self-awareness and personal identity as an independent adult.

2. Children.

a. Position in family.

b. Peer relationships.

3. Impact on pre-schoolers.

a. Preschoolers' reactions to family.

b. Preschoolers' reactions in center.

1. Social relationships .

2. Self as learner.

E. The helping process.

1. Self-awareness as a helper.

a. Identifying one's own feelings and values.

1. Needs and motives.

2. Value clarification.

2. Awareness of person needing and/or seeking help.

a. Verbal clues.

b. Non-verbal clues.

c. Use of observations of others.

3. Analysis of interaction between self and others.

III. Methods of Instruction:

A. Discussion of field experiences.

B. Simulation and role playing.

C. Lecture.

D. Reading of selected materials.

E. Group process experiences.

F. Video tape and films.

G. Anecdotal record keeping.

IV. Methods of Evaluation:

A. Assessment by instructor of students' oral and written presentation.

B. Self and peer evaluation of role playing and group interaction.

V. Suggested Text:

A. None.

VI. Bibliography:

Ashton-Warner, Sylvia. Teacher. N.Y.: Bantam, 1971.

DARCEE. A Guide for Home Visitors. Washington, D.C.: Department of Publications.

Greulich, William W. and Pyle, S. Radiographic Atlas of Skeletal Development Of the Hand and Wrist. Calif.: Stanford University Press, 1959.

Haimowitz, Morris L. and Natalie R. Human Development: Selected Readings. Second Edition. N.Y.: Thomas Crowell, 1966.

Karkalits, Jane E. Maturation. Mimeo, 1973.

Keith-Lucas, Alan. Some Casework Concept for the Public Welfare Worker. N.C.: University of North Carolina Press, 1957.

Mirthes, Carolyn and the Children of P.S. 15. Can't You Hear Me Talking to You? N.Y.: Bantam Books 1971.

Murton, Alice L. From Home to School. N.Y.: Citation Press, 1971.

Perlman, Helen H. Perspectives on Social Casework. Penna.: Temple University Press, 1971.

Peters, Mary Overholt. Talks with Beginning Social Workers. N.Y.: Family Service Association of America, 1947.

Read, Katherine H. The Nursery School, A Human Relationships Laboratory. Penna.: W.B. Saunders, 1971.

Schulman, Lawrence. A Casebook of Social Work with Groups. N.Y.: Council on Social Work Education, 1968.

Towle, Charlotte. Common Human Needs. Revised. Washington, D.C.: National Association of Social Workers.

APPENDIX F

PLANNING SHEET DATE _____

EDMONDS COMMUNITY COLLEGE

PLANNING SHEET

EDMONDS COMMUNITY COLLEGE
EARLY CHILDHOOD EDUCATION
ADVISOR _____

NAME _____
ADDRESS _____
CITY _____ PHONE _____
STUDENT # _____

CORE CURRICULUM REQUIREMENTS: A total of 42 credits from list below

| | | | Cr | Qt | Yr |
|---|---|---|---|---|---|
| SHS | 100 | Human Growth and Development | 5 | | |
| SHS | 101 | Human Growth and Development - Childhood | (5) | | |
| SHS | 102 | Human Growth and Development - Adult | (5) | | |
| SHS | 110 | The Social Welfare System | 5 | | |
| SHS | 114 | Social Service Practicum I | 5 | | |
| SHS | 115 | Social Service Practicum II | 5 | | |
| SHS | 121 | Community Resources and Advocacy | 4 | | |
| SOC | 230 | Nature of Prejudice | 5 | | |
| ENG | 105 | Freshman Composition | 5 | | |
| ENG | 205 | Sophomore Composition (or ENG 211) | 5 | | |
| HLTH | 105 | First Aid and Safety | 3 | | |

Core Total 42

ADDITIONAL REQUIRED COURSES - ATA

Total of 44 credits from list below

| | | | |
|---|---|---|---|
| SHS | 112 | Intro to Child and Family Welfare | 3 |
| ECE | 115 | Intro to ECE - Program Mgmt. | 5 |
| SHS | 116 | Intro to Behavior Therapy | 3 |
| ECE | 208 | Field Practicum | 5 |
| ECE | 209 | Field Practicum | 5 |
| ECE | 210 | Field Practicum | 5 |
| ECE | 216 | Curriculum Methods I | 5 |
| ECE | 217 | Curriculum Methods II | 5 |
| ECE | 218 | Curriculum Methods III | 5 |
| SHS | 157, 158, 159, or 160 Experience in Social & Human Services | | 6 |
| | | | 47 |

List Electives below or on reverse side:
An ATA degree requires a total of 90 credits.

Students who plan to continue to four-year institutions should select additional electives to total 20 credits in each of the distribution areas (Humanities; Science and Math; Social Science.) See the Associate of Arts and Science Degree planning Schedule.

DEGREE: COMPLETED: ELECTIVE TOTAL:
TOTAL CREDITS: